

# Teign School

## Inspection report

---

<b>Unique Reference Number</b>	113557
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325846
<b>Inspection date</b>	11 March 2009
<b>Reporting inspector</b>	Mary Massey HMI

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

---

<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	1400
Sixth form	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Di Guiseppe
<b>Headteacher</b>	Vyv Game
<b>Date of previous school inspection</b>	1 March 2006
<b>School address</b>	Chudleigh Road Kingsteignton Newton Abbot TQ12 3JG
<b>Telephone number</b>	01626 366969
<b>Fax number</b>	01626 335723

---

<b>Age group</b>	11–18
<b>Inspection date</b>	11 March 2009
<b>Inspection number</b>	325846

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of her Majesty's Inspectors and one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

- Current achievement and standards in the sixth form.
- The accuracy of the school's own analysis of the quality of teaching and learning, both in the main school and in the sixth form.
- The quality of marking and assessment.
- The quality of leadership and management at all levels.

Evidence was gathered from visits to lessons, scrutiny of students' work and teachers' planning, discussions with students, staff and a governor, the views of parents and a scrutiny of the school's documentation. Other aspects of the school's work were not investigated in detail, but 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

Teign School is an over-subscribed larger than average school serving both urban areas and some very isolated rural communities. The proportion of students with learning difficulties and/or disabilities, including those with a statement of special educational needs, is higher than that seen nationally, the largest proportion of these students having emotional, behavioural and social difficulties and moderate learning and specific learning difficulties such as dyslexia. There are very few students from minority ethnic backgrounds or for whom their first language is not English. The school became a specialist science school in 2004 and a pilot school for Social and Emotional Aspects of Learning (SEAL) in September 2007. It also has the Healthy Schools award. The school collaborates with Coombeshead College and Newton Abbot College in order to provide a full range of courses in the sixth form.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Teign is a good school where students make outstanding progress and standards are rising. Students are polite, confident and show strong social and moral values, which creates a calm, happy and inclusive atmosphere. Relationships between staff and students are very positive and based on mutual respect, reflecting the outstanding care, guidance and support the school provides for students. A comment from the parent of a new student describing 'how kind, caring and considerate both the staff and pupils have been' demonstrates the strong sense of community within the school.

Students attain standards that are above the national average by Year 11. The proportion of students gaining five or more A\* to C grades in GCSE examinations has risen steadily over the last three years. When English and mathematics are included, the improvement has been even greater and the school's specialist science targets were exceeded in 2008. The progress that all groups of students, including those with learning difficulties and/or disabilities, make from their starting points is outstanding. In 2008, boys made even more progress than girls. Regular monitoring and tracking of students' progress identifies early those that are underachieving and appropriate intervention is put in place in order to help them succeed. The quality of teaching and learning overall is good, with some outstanding practice, but it is not consistent across the school. Where teachers are enthusiastic about their subject and provide engaging and inspiring activities, students are well motivated to learn and behave very well. Although students are regularly assessed so that they understand how well they are doing and what they need to do to improve, the quality of marking and feedback is inconsistent. In some lessons, work is not effectively matched to individual needs and more able students are not challenged and stimulated sufficiently to ensure that they reach the highest grades. Opportunities for students to develop skills for independent learning during lessons are limited and this has an impact on their progress when they start in the sixth form.

The curriculum is good and meets students' needs well, but some aspects, particularly creative arts, physical education and extra-curricular activities, are limited by poor accommodation. In response to concerns from students and parents about the delivery of Personal Health and Social Education (PHSE), the school has introduced a new course, 'Beliefs, Values and Citizenship', taught by specialist teachers, to cover the statutory requirements for religious education, citizenship and PHSE. Since its introduction in September, this has proved popular with students. Many students participate in extra-curricular activities, particularly sport and outdoor activities such as the Ten Tors expedition.

Students make an outstanding contribution to the community. The student council is influential and many students have been involved in the 'Transforming Learning' project which consults students about ways in which the quality of teaching and learning could be improved. In the local community, there are strong links with other local schools, particularly through the school's science specialism. Some students, especially sixth formers, are regularly involved in community work. Although there are strong international links, students' awareness and commitment to their role in multicultural Britain is more limited. The school works very effectively in partnership with other organisations, both to support students' personal development through work with outside agencies, and to develop their skills, for example through enterprise activities and links with higher education.

Leadership and management of the school are good. Reorganisation of the senior leadership team after the appointment of a new headteacher two years ago has clarified the roles and responsibilities of leaders at all levels, and this has led to the development of a strong senior team, although there is still some inconsistency in the work of middle managers as they adjust to new ways of working. Strengths and weaknesses of the school are well understood and the school's judgements of the quality of teaching and learning are accurate. A robust system of monitoring and evaluation has been introduced, including consultation with students and parents, and this leads to focused planning and staff training, at both whole-school and departmental level. The clear emphasis on inclusion and students' well-being as well as their academic success has led to the introduction of SEAL into the curriculum in 2008. The way in which teaching and support staff were all engaged with this initiative before its introduction to students is a good example of leaders working in a planned and deliberate way in order to maximise success. Implementation of a new system for assessment and tracking students' progress has still to be embedded fully. However, the targets set are very challenging and steady improvements have removed the gaps in attainment between different groups of students, demonstrating good capacity to improve further. The school makes a good contribution to promoting community cohesion, but is not yet evaluating the impact of provision on students' attitudes. Governors fulfil their statutory responsibilities effectively and child protection arrangements are rigorous. They bring a wide range of skills to support the school, although not all have had sufficient training.

The proportion of parents returning the inspection questionnaire was low. However, of those received, most parents were very supportive of the school, although this was not universal. Inspectors did not find evidence to support the few negative comments received, and the highest proportion of these were about behaviour. Around the school site, students were seen to behave well and, in the lessons where behaviour is less good, it is linked to the quality of teaching. The systems for behaviour management are effective and students are confident that the few instances of bullying are dealt with effectively.

The school makes outstanding use of limited resources on an overcrowded school site. Collaboration with other schools for the sixth form is an economical and effective arrangement to ensure a broad curriculum is available, so a high proportion of students are able to stay in education post-16.

## **Effectiveness of the sixth form**

### **Grade: 3**

Sixth form students are very positive, articulate and confident, and their personal development is outstanding. They enjoy school very much and many contribute regularly through the students' union or supporting younger students and through voluntary work in the wider community

Students' achievement is satisfactory and standards are broadly average in the sixth form. Although students' achievement has fallen over the last three years, and dipped considerably at A-level in 2008, the school's current data show that all students, and particularly those on AS courses, are now making much better progress. The school has put a range of strategies in place that are beginning to have an impact. For example, because of limitations in the school's accommodation, no vocational courses are offered. This has been tackled very effectively through the sixth form consortium with two other local schools, so a wide range of courses are now available. This flexible arrangement ensures that students currently in Year 12 were given suitable advice to ensure that they chose courses that were well matched to their needs. A new but very effective assessment and tracking system ensures that those who are underachieving

are identified quickly and given extra support. Many students struggle with adapting to the increased workload and expectations as they enter the sixth form and are not sufficiently used to working independently.

The quality of teaching in the sixth form is good but, as in the main school, it is inconsistent. Students believe that the enthusiasm of the teacher and the opportunity to be actively involved in their learning are critical in sustaining their interest and making their work enjoyable. The care, guidance and support students receive are outstanding and the good quality feedback and one-to-one support they are given ensures that they know how well they are doing and how to improve.

Leadership and management in the sixth form are good and have been strengthened recently because considerable time and energy have been needed to set up the new consortium. As systems for monitoring and evaluation are currently integrated into those of the main school, there is no planning that focuses specifically on sixth form improvements. Students value the strong external links that encourage and support them as they move into higher education or employment.

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

- Improve achievement and standards in the sixth form.
- Develop students' skills as independent learners during lessons, in order to maximise motivation and achievement and prepare students effectively for post-16 study.
- Ensure that work in lessons is consistently matched to students' needs, especially for the most able.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

**Inspection judgements**

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

**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	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	1	1
The capacity to make any necessary improvements	2	2

**Achievement and standards**

<b>How well do learners achieve?</b>	2	3
The standards <sup>1</sup> reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	1	3
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>	2	1
The extent of learners' spiritual, moral, social and cultural development	2	
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	2	
The attendance of learners	3	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	1	
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 learners' needs?</b>	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

## 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 leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	2	2
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	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	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**

12 March 2009

Dear Students

Inspection of Teign School, Newton Abbot TQ12 3JG

You may remember that inspectors came to your school recently. I should like to thank you for the polite and friendly way in which you welcomed us, and in return I am writing to tell you about our findings.

Teign is a good school with rising standards. In 2008, students made outstanding progress at GCSE and attained results above the national average. We found that overall teaching is good, but agree with you that it is variable. You enjoy lessons and learn most when the teacher is very enthusiastic and you are given stimulating work to do that actively involves you, so you are motivated to work hard. As a result, you achieve well. Many of you are involved with teachers in the Transforming Learning project where you are helping them identify ways of improving lessons so you learn better.

The care, support and guidance you receive is outstanding. You told us that you feel safe and that the few instances of bullying are dealt with quickly and effectively. We were particularly impressed with the contribution many of you make to your school and the local community. There was certainly a lot of enthusiasm for fundraising for Comic Relief on the day we were in school!

We have asked the school to do three things in order to improve the school further.

- Improve achievement and standards in the sixth form.
- Help you to develop the skills to work independently, so you are more motivated, learn better and are well prepared for work in the sixth form.
- Make sure that the work you are given in lessons matches your needs, especially for those of you who need work that is more challenging.

I wish you all every success.

Yours faithfully

Mary Massey

Her Majesty's Inspector