

Teign School

Chudleigh Road, Kingsteignton, Newton Abbot, Devon TQ12 3JG

Inspection dates

30–31 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not evaluated the impact of pupil premium effectively. As a result, disadvantaged pupils are not making as much progress as their peers in school or nationally.
- Leaders have not used the Year 7 catch-up funding effectively to improve the mathematical knowledge of pupils who enter secondary school below the expected standard.
- Outcomes have been significantly below average for the past three years for pupils doing the examinations at the end of key stage 4. Improvement has not been enough since the results in 2017.
- Too many teachers are not planning effectively and so are not meeting the needs of different groups of pupils fully: the most able, disadvantaged pupils and boys.
- Pupils are not receiving a broad enough curriculum in their personal, social, health and economic (PSHE) education. This leaves them less secure about such things as the influence of extremism as they move forward into post-16–18 provision.

The school has the following strengths

- The headteacher has raised expectations in the school. She and the leadership team are good role models for staff and pupils. They lead by example and have created a culture of respect and tolerance. There are positive relationships among leaders, staff and pupils. As a result, teaching has improved as well as behaviour.
- Trustees have managed turbulent times in staffing with professionalism and skill. They have kept pupils' learning at the heart of their decisions.
- Leaders have a secure understanding of the strengths and weaknesses of the school.
- Leaders at all levels are ambitious for the school. They have communicated this well to parents and carers and pupils alike. There is a growing respect among the community for the new leadership, which bodes well for the future.
- The sixth form is providing a strong platform for students to learn successfully before their post-18 choices begin.

Full report

What does the school need to do to improve further?

- Leaders and governors must ensure that:
 - pupil premium spending is evaluated, so that it has an impact on improving the progress of disadvantaged pupils more rapidly
 - Year 7 catch-up funding is used effectively to support pupils who enter school with low mathematical understanding as well as literacy
 - the curriculum for PSHE covers a greater range of topics, such as the 'Prevent' duty and ways to cope with anxiety
 - the pace of change is increased.
- Improve the quality of teaching, by ensuring that:
 - middle leaders have the capacity and skills to plan, monitor and evaluate the work of teachers, so that progress is more rapid, especially for boys, disadvantaged pupils and the most able
 - teachers plan effectively to meet the needs of pupils with different abilities, as well as disadvantaged pupils.

An external review of the impact of pupil premium funding should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management	Requires improvement
<ul style="list-style-type: none"> ■ The multi-academy trust began sponsoring the school in January 2017. Trustees have dealt effectively with major staff restructuring within a constrained budget. They have secured more stable staffing for the future. Nevertheless, this major work hampered the speed with which pupils' progress improved. ■ The headteacher was appointed in September 2017. In a relatively short space of time, she has created a safe school environment where pupils behave in an orderly manner. She has done this with unstinting determination and professionalism. ■ Leaders' planning does not always consider or evaluate the impact of actions thoroughly. This has delayed aspects of the improvement journey, such as better pupil progress. ■ Many middle leaders are still developing their roles. Trust subject leaders are supporting leaders of the core subjects so that pupils' progress will improve. Although many important initiatives have started, they are not yet having enough impact on improving outcomes. Too much teaching is still inconsistent, within and across subjects. ■ PSHE education is not taught effectively for older pupils. Too few have an understanding of 21st-century concerns, such as the influence of extremism and terrorism and 'county lines' drug dealing. Pupils' recall of their learning from PSHE education is sketchy. ■ Leaders have trained mental health ambassadors for the main school. However, pupils spoke of wanting to know more about mental health issues, so the communication of what is available has not been effective yet. ■ The headteacher has changed the curriculum for the better. Through consultation with staff, parents and governors, the headteacher has secured a more purposeful academic curriculum swiftly. ■ There are many extra-curricular activities of a sporting, competitive, artistic and cultural nature offered to pupils. Examples of this are Ten Tors, Duke of Edinburgh's Award scheme, school productions, orchestra, choir, farm club and creative writing club. Pupils gain confidence from doing these, and parents shared their appreciation of these activities in the online survey, Parent View. ■ Leaders use the government's teachers' standards as the basis of professional development. This adds appropriate accountability when managing the performance of teaching and is, slowly, having an impact. ■ The special educational needs coordinator (SENCo) evaluates the needs of pupils well. She spends the funding wisely to support pupils with special educational needs and/or disabilities (SEND). 	

Governance of the school

- The chief executive officer is transparent about his understanding of where the school is on its journey forward. He involves himself in the workings of the school and is very supportive to leaders. He is a known presence on the site to pupils and staff, which enables him to have greater clarity about the school's needs.
- Governors recognised that they needed to be more stringent in holding leaders to account and checking pupils' progress following the disappointing outcomes in 2018. They have reviewed their ways of working and have sharpened their practice as a result. There are early signs of impact.
- Governors have not overseen the spending of government funding effectively. As a result, disadvantaged pupils and those in Year 7 with weak mathematical skills are not making adequate progress.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher has made the site more secure since her arrival.
- Safeguarding arrangements are thorough and an integral part of the school's culture.
- Records are detailed and of a high quality. Staff are trained well in how to keep pupils safe from abuse, sexual exploitation and the influence of radicalisation and extremism. The safeguarding lead works professionally and sensitively with pupils, parents and external agencies to monitor and support the most vulnerable pupils. He leaves no stone unturned in this work and is an excellent role model for other pastoral leaders.

Quality of teaching, learning and assessment

Requires improvement

- Too few teachers are planning work that matches the different abilities of pupils. As a result, the most able are often left unchallenged and pupils with lower ability are struggling.
- Too many teachers have low expectations of the standard of work that pupils can do. Consequently, some pupils' work is incomplete and poorly presented.
- Too many teachers are not addressing weak basic skills in English, so pupils continue to make errors.
- Teachers have up-to-date information about pupils' needs, assessments and seating plans. However, too few teachers make use of this to support better progress consistently.
- Pupils know their targets and what they mean. However, too many are unsure of how to achieve them.
- Most teachers have good subject knowledge and introduce subject-specific terminology and vocabulary well, which enriches pupils' experiences.

- Pupils' improved behaviour allows teachers to have a strong platform for learning. Most classes are ready to learn. Most teachers have strong expectations of appropriate behaviour, and pupils conform accordingly.
- Leaders are changing the report system to parents, so that communication is more meaningful. Many parents relayed their confusion about reports through the Ofsted online free-text facility.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Most pupils are confident and articulate. However, they are not given enough opportunities to resolve problems and become enquiring learners. These are important precursors to their lives and learning post-16 and post-18.
- There are many gaps in pupils' PSHE education. Leaders are addressing the curriculum needs for younger pupils, but teaching is not consistently strong. As a result, pupils are not retaining the knowledge over time.
- Pupils are respectful of each other. They listen to each other's views and opinions politely.
- Pupils receive strong careers guidance. There is an annual careers fair that allows pupils to have a greater understanding of local and national employment opportunities.
- Pupils learn well about the dangers of the internet and social media. They are less secure in their understanding of dealing with issues of mental and emotional health.
- Pupils say that bullying is rare. They are aware of the different types of bullying, but are less sure of how staff deal with bullying, for instance with the use of restorative processes.
- Pupils in Year 8 are school librarians. They are training Year 7 pupils to be the librarians of the future. Leaders are providing more opportunities for pupils to take on responsibility, such as in roles as school councillors, mental health ambassadors, sports leaders and anti-bullying ambassadors.
- Of the parents who responded to the online survey, Parent View, 90% felt that their children are safe in school.
- Older pupils feel very safe in school and they know whom to turn to if they have any issues or worries about their safety. Some of the younger pupils spoke of parts of the school that cause them concern, such as crowded and narrow corridors. Leaders are aware of this and duty staff are vigilant in their patrols as a result.

Behaviour

- The behaviour of pupils is good.

- The headteacher set about changing the behaviour management systems on her arrival. Behaviour and conduct are good. Pupils arrive at school in an orderly way. They conduct themselves in a polite and responsible way between lessons and at breaktimes. Staff and pupils alike appreciate the difference that this has made.
- Low-level disruption is a rarity. When it happens, it is a result of poor teaching and teachers who are not applying the behaviour management protocols consistently.
- Incidents of poor behaviour have reduced significantly over the past 18 months, as have fixed-term exclusions. Leaders record and analyse the logs well, so that incidents continue to reduce.
- Attendance overall is now in line with national averages for the first time in several years. Equally, persistent absence is below the national average. There are still some disadvantaged pupils and a few with SEND with low attendance, but leaders know and understand their circumstances. They are working effectively with the families to improve these situations.

Outcomes for pupils

Requires improvement

- Pupils' progress in the examinations at the end of key stage 4 has been significantly below the national average for the past three years. Attainment is close to the national average. Current leaders are very aware of the changes that need to happen. There are some green shoots of better progress made by pupils in humanities subjects and Years 9 and 10. Yet, where teaching is not consistently strong, pupils' progress remains variable.
- Leaders use termly data-drops to analyse outcomes and support pupils who need to catch up. This process is relatively new, and its effects are not embedded.
- Disadvantaged pupils are not making strong progress. Leaders' planning for the use of pupil premium funding is not precise enough.
- An experienced librarian is leading the school's literacy and reading programmes. She has analysed the outcomes of pupils on the literacy catch-up programme. These show marked improvement in reading for the majority of pupils, especially those with SEND and disadvantaged pupils. The librarian shares her knowledge of suitable reading texts with tutors, and with teachers of English, so that pupils' reading gets stronger and richer as they go through school. This is a strength in the school.
- Pupils with SEND are making better progress. The SENCo is training teachers weekly in strategies to support these learners, and this is having some impact on their outcomes.

16 to 19 study programmes

Good

- Leaders of the sixth form have high expectations. They knew that teaching was not effective and have made improvements. A neighbouring comprehensive school within the multi-academy trust shares the sixth-form provision. This allows students to have greater choice and more specialist teaching.
- The programmes of study are comprehensive and purposeful. Students participate in work experience in Year 12, whether on a vocational or academic course. The recent

revision to programmes of study has increased retention. Students following an academic pathway take three A levels, not four.

- Students organise their folders well as they recognise that their work is a useful learning tool. Teachers use assessments diagnostically and help students build on their learning. Students spoke positively about being able to catch up when necessary. They are stretched and challenged in their learning.
- Behaviour in the sixth form is good, with no evidence of off-task behaviour or distraction from learning, regardless of setting. Students use both social and study spaces industriously.
- Attendance is high as students appreciate the learning environment and are keen to do well.
- Students new to the school sixth form feel well supported and integrate swiftly into the school.
- Students have positions of responsibility and act as role models for pupils in the main school. They are peer readers, visitors to local primary schools and they provide supervisory duties.
- Students feel safe and safeguarding aspects are secure. Safeguarding checks are vigilant on both sites.
- Students who are re-taking level 2 qualifications are successful in English.
- Careers guidance is proactive and thoughtful, especially for students going on to higher education institutions, such as universities. The support for UCAS is strong. Some students who want to take higher apprenticeships felt that their support was less effective and came too late.
- There are similar gaps in the sixth form's PSHE education as were found in the main school.

School details

Unique reference number	136494
Local authority	Devon
Inspection number	10053252

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

Type of school	Secondary comprehensive
School category	Academy sponsor led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	941
Of which, number on roll in 16 to 19 study programmes	193
Appropriate authority	Board of trustees
Chair	David Potter
Headteacher	Suzannah Wharf
Telephone number	01626 366969
Website	www.teignacademy.co.uk
Email address	admin@teignschool.org.uk
Date of previous inspection	16 April 2015

Information about this school

- Teign School is part of Education South West multi-academy trust. Education South West was formed on 1 January 2017 through the merger of two existing multi-academy trusts, Academies South West and Templer Academy Schools Trust.
- Teign School shares the sixth-form provision with Coombeshead Academy.
- Teign School is slightly larger than the average-sized secondary school.
- There is a greater proportion of pupils with SEND and pupils who have an education, health and care plan than is seen nationally.

- The proportion of pupils supported by the pupil premium funding is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.

Information about this inspection

- Inspectors visited lessons jointly with senior leaders.
- A wide sample of pupils' work was scrutinised.
- Inspectors talked with groups of pupils from key stages 3, 4 and 5, as well as with other pupils informally across the site.
- Meetings were held with the headteacher, senior and middle leaders, and members of the governing body and trustees.
- Documentary and other types of information were evaluated, including evidence relating to safeguarding and school evaluation.
- Inspectors took account of the 93 responses and 92 comments on the online Parent View survey, the 41 responses to the online pupil survey and the 51 responses to the staff online survey.

Inspection team

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