



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR TORRE CHURCH OF ENGLAND ACADEMY

Name of School:	Torre Church of England Academy
Headteacher/Principal:	Suzanne Julyan
Hub:	Torbay
School type:	Primary Converter Academy
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	22/01/2020
Overall Estimate at last QA Review (if applicable)	Good
Date of last QA Review (if applicable)	11/02/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	24/05/2016 (short inspection)



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of Excellence (if applicable) Religion and Worldviews Education
Accredited

**Previously accredited valid Areas
of Excellence (if applicable)** Not applicable

Overall Peer Evaluation Estimate Effective

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Torre CE Academy is an average size primary school in the seaside town of Torquay. The school has a 52 place nursery and approximately 45 pupils in each other year group from Reception through to Year 6. The school converted to academy status in September 2013. The headteacher is a national facilitator for the National Professional Qualification for Headship programme.

The majority of pupils are of White British heritage and the proportion that are disadvantaged is in line with the national average. There is an above-average proportion of pupils who have education, health and care plans (EHCP) for their special educational needs and/or disabilities (SEND).

The school has established nurture provision known as the Harbour to support vulnerable pupils from Reception and Key Stage 1 and Harbour Lights for pupils in Key Stage 2. The school offers a specialist teaching model in Years 5 and 6 and has secured an additional teacher for mathematics.

The school's vision is, 'We live life in all its fullness', and its mission is to create an environment where 'God's children have the right to grow, learn, feel safe and be happy'. The school was graded as 'excellent' in a Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection in March 2019, which concluded that leaders have 'created a vibrant Christian learning community which lives out its vision'.

2.1 Leadership at all levels - What went well

- The headteacher sets the tone for the drive and ambition of leaders at the school. Her high expectations are evident and have helped to establish a cohesive and committed senior leadership team with clear lines of responsibility and shared values. Senior leaders are empowered to contribute and take the lead in their areas with passion and enthusiasm. All staff are encouraged to bring forward their own ideas from research and they feel listened to.
- Leaders are relentless in their aim for further improvement and regularly draw on research to consider new ways of working. They are also prepared to take risks, such as the introduction of the 'thrive' curriculum in the Reception classes and single-sex teaching of mathematics in Year 6. These initiatives are monitored closely and, although relatively recent, are already having a positive impact on pupils' progress and confidence.
- The approach to monitoring the quality of teaching and learning is systematic and rigorous. Termly 'growth days' provide opportunities for teachers to discuss the

progress of their classes and to look at pupils' work in books. Pupils who do not appear to be on track to achieve as expected in literacy and numeracy are identified and given extra support.

- Teachers and teaching assistants benefit from a good range of well-planned professional development. The school is actively engaged with the local teaching school alliance and there many productive links with other local schools and opportunities for staff to work with and learn from others. The school makes good use of Challenge Partners' reviews to give staff at all levels of leadership an opportunity to benefit from the challenge and discussions with other school leaders. The 'EBIs' from the last peer review have been addressed successfully.
- In addition to the well-planned academic curriculum, a strength of the school is its provision for pupils' personal development and character education. Through the religion and worldviews education (RWE), personal, social and health education lessons, assemblies and the general ethos of the school, pupils are encouraged to consider how to support others and to make the world a better place. Each phase has a focus, such as 'problem with plastics' in Key stage 1. Years 3 and 4 pupils help out in a 'memory café' for a dementia charity on Saturdays. Years 5 and 6 support shelters for homeless people provided by two local churches. Pupils demonstrated a caring attitude towards each other and spoke enthusiastically about the opportunities they had had at Torre and how they felt cared for.
- The curriculum is enhanced by a wide range of after-school clubs. Pupils were particularly enthusiastic about the sports clubs, such as girls' football and tag rugby. Pupils also described what they had learned from the trips to the zoo, museums, and country parks, for example. Pupils are given a number of leadership roles such as 'eco-warriors', members of the school council and worship leaders. A pupil proudly explained how she had achieved a 'children's university' bronze award after 30 hours of extra-curricular activities, which clearly contributed to improving her confidence and self-esteem.

2.2 Leadership at all levels - Even better if...

- ...coordinators of non-core subjects were given more responsibility for leading in their areas, including using data to drive up standards.
- ...leaders reviewed the organisation of the curriculum to consider how to provide more regular time for subjects such as art and design.

3.1 Quality of provision and outcomes - What went well

- There is a good level of consistency in much of the teaching across the school. Relationships are a strength and result in a calm, purposeful atmosphere in classrooms. Pupils' learning behaviours are excellent. They cooperate well with each other and are keen to learn. They can explain what they are learning and what they have previously learned. For example, pupils from Years 3 and 4 described what they remembered from learning about Stonehenge and Egypt in history, landmarks in Geography and the digestive system in science. Work in pupils' books is presented very neatly.
- Teachers' effective questioning encourages pupils, from the Early Years Foundation stage (EYFS) onwards, to reflect on their learning and to think hard. Children in the Nursery responded well to challenging questions as did Year 3 and 4 pupils in a science lesson.
- Pupils are given many opportunities to demonstrate independence and to undertake research, including using technology, for example, investigating biomes in geography. Pupils with SEND explained how use of the chrome books helped them to learn more easily.
- Teachers ensure that lessons start promptly and that their talk does not dominate, allowing a suitable amount of time for pupils to practise ideas for themselves.
- Phonics is taught very well from the EYFS onwards, which has resulted in a good proportion passing the Year 1 screening check. Phonics sessions are organised very effectively, and teachers and teaching assistants consistently use correct terminology, such as 'special friends'. Sessions are differentiated appropriately, and pupils are assessed regularly. Pupils in one group took part with evident enjoyment in sounding out the phonemes, such as 'igh', 'oy' and 'ow', along with the clearly well-established actions.
- Leaders successfully encourage a love of reading, of fiction and non-fiction, in pupils. They have recently introduced Accelerated Reader and Lexia to accelerate progress further and are revamping the library. Classrooms have cosy reading corners.
- Teachers have secure subject knowledge. They use accurate technical language, and expect pupils to do the same, as seen in science and RWE lessons, for example. Teachers also skilfully encourage the development of pupils' vocabulary and use of language, such as the derivation of the word 'aquatic' in a geography lesson. Years 5 and 6 pupils explained the meanings of 'tundra' and 'biome' and recalled the concept of 'adaptation' from science.
- Children join the school with a range of skills, but with many that are below what is typical for their age. The children make rapid progress in the EYFS, as a result of the strong practice there. The proportion reaching a good level of development has increased and was in line with the national average in 2019.
- By the end of Key Stage 1, pupils achieve well in reading, writing and mathematics and in 2019, the proportion reaching greater depth was in line with

the national average in reading.

- The attainment of last year's Year 6 was particularly strong. The proportions reaching both the expected and high standards were above the national averages in reading, writing and mathematics. Nearly three quarters of Year 6 pupils attained the expected standard in all three subjects in 2019, which was above the national average and an increase on previous years. These achievements set pupils up well for the next phase of their education.

3.2 Quality of provision and outcomes - Even better if...

- ...teachers ensured that pupils with SEND were always able to access learning in lessons in science and non-core subjects.
- ...teachers increased the opportunities for pupils to link learning across subjects, drawing on their prior knowledge.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Torre is a truly inclusive school where pupils who are disadvantaged or who have special educational needs / disabilities are given the best possible chance to succeed. The SENCO, who is the deputy headteacher, oversees the provision with relentless determination. She has excellent knowledge of all the pupils and their needs. She models best practice for teachers and teaching assistants in how to support pupils and to avoid doing too much for them. Pupils' progress is tracked assiduously and shows that the majority are progressing well.
- Leaders are acutely aware of the need to continue to raise the achievements of disadvantaged pupils even though they have generally achieved very well by the end of Year 6. For example, in 2019, nearly three quarters of disadvantaged Year 6 pupils attained the expected standard in reading, writing and mathematics, which was higher than that for other pupils.
- The school's approach to raising the attainment of disadvantaged pupils is to ensure that first and foremost they receive high quality teaching. Teachers are well aware of who their disadvantaged pupils are, and they are expected to mark their work first. Disadvantaged pupils are provided with additional opportunities, such as mentors and more frequent individual conferencing with teachers. They are also supported to attend some after school clubs and trips. Leaders have acted on recommendations from a recent review of pupil premium funding.
- The school has worked hard, and with valuable input from the family support worker, to improve the attendance of disadvantaged pupils and those with SEND.

Leaders monitor persistent absence closely and knock on doors when necessary. The attendance of both groups of pupils has improved this year.

- As part of the school's inclusive policy, leaders have established nurture rooms that provide safe learning spaces for pupils with particular emotional needs. Pupils spoke about how going to, for example, the Harbour Lights room boosted their 'self-esteem', gave them confidence and helped them to calm down and to learn better in class.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders created a tracking system for disadvantaged pupils, similar to that for pupils with SEND, to enable interventions to be targeted more easily.

5. Area of Excellence

Religion and Worldviews Education

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

The school has worked hard to develop its RWE provision, which was recognised in its March 2019 SIAMS inspection as 'excellent'. The SIAMS report described religious education as 'an inspiring and exciting core subject, [which] strongly reflects the school's vision by contributing to pupils' fullness of life'. The SIAMS report also complimented school leaders for the very effective teaching of RWE, how rigorously it is assessed and how well pupils achieve. RWE makes a substantial contribution to pupils' spiritual, moral, social and cultural education and is used as a model for other subjects.

The school has reached this high standard in a variety of ways. Leaders take part in national and local groups and conferences around RWE and religious education. They have undertaken extensive research and learned from visits to other church schools. Teachers have been able to see a range of good practice in other schools and have used this to reflect on and evaluate how well they are doing at Torre. RWE is a core subject at Torre and taught for one hour per week across the school. It is extremely well led. Staff are now confident in teaching, and sharing their practice in, for example, the

Understanding Christianity materials.

The school has shared its expertise with religious education coordinators from other schools as well as helping church schools successfully prepare for their SIAMS inspections.

5.2 What evidence is there of the impact on pupils' outcomes?

Teaching approaches developed in RWE are being used as a model for practice in other subjects. For example, the 'big questions' enable pupils to explore and respond to global, spiritual and ethical issues in a secure setting. As a result, pupils are able to develop and justify their viewpoints and disagree politely. RWE contributes extremely well to pupils' positive personal development, as was evident during the review in the way pupils spoke and how well they collaborated, cooperated and cared for each other.

Outcomes in religious education have been high, for example, in 2019, at the end of Key Stage 1, 83% achieved the expected standard and 15% the higher standard. By the end of Key Stage 2, standards were even higher, with 91% reaching the expected standard and 30% the higher standard. These outcomes were reflected in the exceptional quality of work in pupils' books.

5.3 What is the name, job title and email address of the staff lead in this area?

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Title: RWE leader

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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders are considering what further support they would like from Challenge Partners.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.