

Curledge Street Academy

Curledge Street, Paignton, Devon, TQ4 5BA

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school

- The headteacher is leading the school and driving improvement strongly. Actions taken by the school's leadership have resulted in improved progress and attainment.
- Teachers make lessons interesting and the activities planned motivate pupils to want to learn and give of their best.
- Children in the Nursery and Reception classes make good progress, which is maintained as they move through all year groups.
- Effective systems are in place to check on pupils' progress. The teachers know all the pupils well and understand their individual needs and levels of ability.
- Attendance has improved and is now above national levels. This reflects the pupils' positive attitudes to school.
- The governors know the school well and hold managers to account and support them effectively.
- The teaching of phonics (the sounds that letters make) has significantly improved.
- Pupils behave well in lessons and around the school. They feel safe, secure and happy.
- Pupils are keen to take part in the many sporting activities, clubs and events on offer.
- The school has good relationships with parents and the local community.

It is not yet outstanding because

- While good, teaching is not yet outstanding and this means that pupils do not always make fast enough progress.
- Progress and achievement in writing, especially by boys, are not as good as in reading and mathematics.
- Pupils do not always take enough pride in the presentation of their work.

Information about this inspection

- Inspectors observed all staff teaching. They saw 26 lessons, 11 of which were joint observations with the headteacher and senior leaders. They also observed a whole-school assembly.
- Inspectors listened to pupils from Years 2 and 3 reading.
- Meetings were held with the Chair of the Governing Body and three other members, the academy improvement partners, senior staff, the special educational needs coordinator, subject leaders and groups of pupils.
- The inspection team took account of 26 submissions to the online survey, Parent View, and the academy’s own survey of parental opinion, as well as conversations with parents before school. The views of the 44 staff who completed the questionnaire were also taken into consideration.
- The inspectors also looked at a range of documentation including, the academy’s own information about pupils’ achievement, the academy’s self-evaluation, safeguarding records and procedures, and information relating to attendance and behaviour.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Fiona Allen

Additional Inspector

Wendy Marriott

Additional Inspector

Full report

Information about this school

- Curledge Street Academy (Curledge) is larger than the average-sized primary school and is located in the centre of Paignton.
- Each year group has two classes.
- The majority of pupils come from a White British background.
- The proportion of pupils supported through the pupil premium is significantly above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has an on-site nurture unit, The Nest, which caters for pupils who display challenging behaviour.
- The school operates a daily breakfast club which is managed by the governing body and was included in this inspection.
- Curledge Street converted to become an academy school in September 2012. When its predecessor, Curledge Street Primary School, was last inspected by Ofsted it was judged to be satisfactory.

What does the school need to do to improve further?

- Ensure that teaching improves from good to outstanding across the school by further rigorous implementation of the school's systems for checking on, and improving, teaching. Raise pupils' attainment in writing by:
 - raising the expectations of staff and pupils for a high standard of presentation and accuracy of work in all subjects
 - ensuring consistency in the teaching of writing throughout the school
 - making sure there are regular opportunities for pupils to practise and develop their writing.
- Raise key skills across all subjects.

Inspection judgements

The achievement of pupils

is good

- Achievement is good throughout the school. Standards of attainment have improved significantly in the last two years and are now broadly average in English and mathematics. The great majority of pupils make good progress in relation to their starting points.
- Almost all children join the Reception class with skills and knowledge that are below those typical for their age. A significant number has very low levels of personal and social development and speaking and listening skills. Children settle well and make good progress by the time they move into Year 1.
- This good progress is maintained through Key Stage 1 and is accelerated as they progress through Key Stage 2.
- Approximately half of the pupils at Curledge Street are eligible for support from the pupil premium funding. These pupils make good progress through well-targeted individual support and small group teaching in lessons and, as a result, are reaching standards comparable to similar pupils nationally. There are no gaps between the standards of pupils known to be eligible for free school meals and those of other pupils.
- A significant proportion of pupils have special educational needs. The school operates a nurture provision, known as The Nest, which provides excellent support for pupils with social and emotional needs, including challenging behaviour and ensures that they too have the opportunity to make good progress, both academically and socially.
- A significant number of pupils join and leave Curledge Street in different year groups. For example, seven pupils joined Year 6 in December 2013. This instability sometimes has a negative impact upon the levels of attainment at the end of the two key stages. However all pupils make good progress relative to their starting points, irrespective of when they join the school.
- This year, an increasing proportion of older pupils are on track to attain the higher Level 5 in English and mathematics. The highest number of pupils compared with previous years sat the Level 6 tests in English and mathematics. This reflects the increased level of challenge for the most able pupils.
- Pupils' knowledge of phonics (the sounds letters make) demonstrated in the Year 1 check has significantly improved and is now better than in previous years when pupils' skills were below average. Pupils have many opportunities to read for a variety of purposes in lessons and, together with improvements in daily guided reading sessions, this has resulted in improved standards in reading throughout the school.
- Achievement is not outstanding because the proportion of pupils making rapid progress is not high enough in relation to national averages, and pupils do not present their work as neatly or as accurately as they should, which affects their progress, particularly in writing.

The quality of teaching

is good

- Teaching is generally good and pupils respond well to high expectations and interesting activities which enable them to make good progress. Staff are enthusiastic and their good relationships with their pupils underpin the successful learning that takes place.
- Teachers and teaching assistants work well together to create a purposeful and productive working atmosphere where pupils try to do their best.
- In the Early Years Foundation Stage, good use is made of the outdoor and indoor areas to develop a wide range of skills. For example, a group of children was observed enthusiastically conducting a 'favourite animal' survey.
- Teachers work closely with support staff to ensure that work, both in class and in extra support, is closely matched to pupils' needs. Teaching staff make good links between different subjects and with previous learning. This was seen in a Year 6 English lesson in which pupils were composing written questions on five different continents which their classmates were answering.

- Effective organisation in the classrooms, together with high expectations of behaviour, ensures that teaching and learning are focused and calm.
- Planning is consistent across the whole school and supports pupils' learning well.
- Teachers cater for the higher attaining pupils by providing them with more demanding tasks. This is particularly effective in mathematics, where classes are taught in different ability groups in Years 4, 5 and 6.
- Class teachers and senior leaders check on pupils' progress and update learning targets regularly. If any pupil is falling behind they are given individually planned support to help them catch up. Consequently, disabled pupils and those with special educational needs make good progress, as do those pupils who are eligible for further support from additional funding.
- The school now places an increased focus on teaching pupils to read throughout the school. Daily teaching of phonics and guided reading activities for all age groups support the development of pupils' reading skills and successfully encourage a desire to read for pleasure.
- The pupils develop good computing skills through specialist teaching and the opportunity to use information and communication technology regularly in a variety of subjects.
- Teachers' marking across the school is of a good standard, but the quality of presentation in pupils' books is not good enough. Teachers do not place a strong enough emphasis on the amount of care taken and attention to detail, particularly in pupils' written work. Teachers do not all have high enough expectations for the quality of presentation. They do not provide enough opportunities for pupils to practise and develop their writing skills across a range of subjects.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- The school's work to keep pupils safe and secure is also good.
- Both in lessons and around school, pupils behave sensibly and politely. They enjoy school and come to Curledge Street wanting, and ready, to learn. Attitudes to learning in all age groups are positive and pupils are enthusiastic.
- Pupils' attendance has improved and is now above average. The school checks attendance rigorously and effective strategies and rewards encourage attendance, including the 'Late Gates' initiative which targets any persistently late arrivals.
- Relationships are very strong throughout the school. Pupils have confidence and trust in their teachers to keep them safe at school and help them sort out any problems. Bullying is rare. Pupils understand different types of bullying. They know it is wrong and who to go to for help.
- The school's behaviour policy is fully understood by all the pupils and is consistently followed by all staff. Curledge Street is a strongly inclusive school and all pupils feel valued and understood.
- Pupils who display challenging behaviour are well looked after. The Nest provides an outstanding nurturing provision within the school and provides the extra care and support needed.
- Pupils are taught to help and respect each other and to work together well in groups.
- Almost all parents who responded to the online questionnaire, Parent View, or who spoke to the inspectors consider that behaviour is good and that the school deals successfully with any bullying. The results of the school's own surveys show a similar picture. Inspectors agree.
- Pupils are keen to take part in all aspects of school life and to take on responsibilities, such as membership of the school council. In particular, the house captains of the 'Continental Houses' provide good role models for the younger pupils.
- Behaviour and safety are not yet outstanding because some pupils in the older year groups are dependent on responding to adults' expectations rather than taking full responsibility for their own behaviour.

The leadership and management are good

- The headteacher provides strong and determined leadership. She is supported well by an

effective management team, incorporating senior leaders and three phase leaders who all have clear areas of responsibility. There is a shared sense of purpose and ambition at Curledge Street to continue to raise the aspirations of all pupils and staff.

- Since converting to an academy, pupils' progress and achievement have steadily improved and, consequently, this reflects a good capacity to maintain the school's current strengths and develop them further.
- The school carefully and accurately evaluates its performance and identifies which areas need to be improved. Staff are well motivated and supportive of each other. They demonstrate a shared sense of responsibility for, and commitment to, Curledge Street's continued improvement.
- Governors have worked hard to improve their effectiveness and are now instrumental in challenging the school and evaluating its performance.
- The school has effective systems in place for monitoring the quality of teaching. However, these are not always applied rigorously enough in order to achieve the highest standards of teaching.
- Pupils' progress is checked regularly and rigorously each half term. Pupils falling behind are given the help they need to catch up.
- Teachers know that they are fully accountable for their pupils' progress and their performance targets are linked closely to the achievement of pupils. They know that they will be supported and helped to improve their skills through appropriate professional development.
- The school makes effective use of additional funding (pupil premium) to provide small group and one-to-one booster sessions. This ensures that the large number of eligible pupils make good progress alongside their peers.
- Good links have been established with a wide range of partners and the local community, including Paignton Community Sports Academy. The school has received constructive and effective support from the academy chain.
- Curledge Street prides itself on promoting equality of opportunity for all and establishing good relations throughout the school.
- Primary school sport funding is used to provide specialist sports coaching, staff training and a much increased range of sporting activities, which offer 'something for everyone'. The importance of a healthy lifestyle is emphasised throughout the school from an early age.
- Parents appreciate what Curledge offers their children and are supportive of the school. The great majority think that their child is well taught, are pleased with their children's progress and would recommend the school to others.
- Pupils' spiritual, moral, social and cultural development is well catered for through an exciting and creative curriculum. For example, links with a school in Nigeria, including staff visits, have opened the pupils' eyes to the world around them. Pupils develop into confident and caring individuals who are well prepared to move on to their secondary education.
- The breakfast club offers a relaxed and happy start to the school day and is well attended.
- **The governance of the school:**
 - Governors have a good understanding of the strengths and areas for development in the school and how well the school compares with others. They hold the leadership to account for all aspects of the school's performance. Governors have benefited from relevant training and have a good grasp of how well pupils at Curledge Street are achieving compared to pupils nationally. They have discussed and agreed how the pupil premium funding should be allocated and have reviewed the impact of this spending on the progress of eligible pupils. They also have an appropriate understanding of how the additional sports funding has been spent and how it has extended pupils' sporting opportunities and experiences. Governors are well informed about the quality of teaching and ensure that pay and promotion are justified by the impact of teaching on achievement. The school's finances are managed well and regularly audited. Governors also make certain that all statutory safeguarding requirements are met and that equal opportunities are available to every pupil.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138772
Local authority	Torbay
Inspection number	440112
Type of school	Primary
School category	Academy Converter
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Kevin Harradine
Headteacher	Jessica Humphrey
Date of previous school inspection	Not previously inspected
Telephone number	01803 557726
Fax number	01803 664857
Email address	admin@curledgestreetacademy.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

