

Inspection of Oldway Primary School

Higher Polsham Road, Paignton, Devon TQ3 2SY

Inspection dates: 25 and 26 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The Head of School is Emma Bamber. This school is part of Riviera Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stewart Biddles, and overseen by a board of trustees, chaired by Jamie Parffrey.

Ofsted has not previously inspected Oldway Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Oldway Primary is a friendly and inclusive school. Pupils are proud to attend. Staff are ambitious for what pupils can achieve now and in the future. Pupils understand the school's values of aspiration, responsibility and kindness. The school celebrates pupils' efforts and achievements in line with these values. The newly established 'hot chocolate or ice lolly with the head' has been well received.

Pupils enjoy participating in the Riviera 70 during their time at school. This provides a range of 10 opportunities each year to broaden their school experience. For example, pupils visit the local beach and church and participate in activities to support their physical and mental health. Children in the Nursery and Reception Year explore the Oldway Wild Learning environment. They build camps and engage in water play, which ignites their curiosity and love for learning.

Many pupils take on leadership roles, such as being a mental health ambassador, play leader or member of the school council. Pupils take pride in supporting their local community. They work as volunteers in the Oldway gardens and visit residents in local care homes. The school's swimming pool enables pupils to swim regularly. They become confident swimmers and are knowledgeable about water safety. Pupils benefit from a range of extra-curricular clubs. Popular choices include performing arts, Space Club and chess.

What does the school do well and what does it need to do better?

In response to published outcomes in recent years, the school has made significant improvements to the curriculum that pupils learn. Pupils now follow a broad and well-planned curriculum. Subject leaders have carefully considered the knowledge that pupils will learn over time. The training teachers receive has deepened their understanding of different subject content and how this is best taught. As a result, current pupils now develop secure knowledge and retain this in their long-term memory. The quality of work pupils produce is improving rapidly. However, teachers' use of assessment is still too variable. Consequently, some pupils develop misconceptions or gaps in their knowledge which persist.

The school supports a higher-than-average number of pupils with special educational needs and/or disabilities (SEND). Staff make carefully considered adjustments which help most pupils with SEND follow the curriculum successfully. Adults support pupils effectively while still allowing them to develop their independence. The school works positively with other professionals to ensure pupils with SEND, and their families, receive any additional support they need.

Reading has been prioritised by the trust. Pupils benefit from a well-stocked library and regular opportunities to read and be read to. They explore a range of diverse texts through the school's reading curriculum. The phonics reading programme is well established. Children in the early years get off to a flying start. They quickly learn to say new sounds and write the corresponding letters accurately. Pupils who

do not make sufficient progress are identified promptly. Additional support is put in place to ensure they catch up with their peers. Pupils are proud to show off their confidence in reading.

The planned activities for children in the early years are part of a well-considered curriculum. For example, children explore the text of 'The Very Hungry Caterpillar', draw their own caterpillar and witness the transformation of a caterpillar into a butterfly. They have many opportunities to develop their gross and fine motor skills. Staff use a range of vocabulary to skilfully support children's language development. As a result, children are very well prepared for their next stage of education.

The school is a calm and purposeful place to learn. Pupils are well mannered and demonstrate positive social skills during play. Children in the early years engage confidently in activities such as role play, where they listen well to each other and take turns. When low-level disruption does occur, this is well managed by staff. There are rare incidents of bullying or derogatory language between pupils. Staff take quick and effective action to resolve any concerns.

Pupils follow a comprehensive personal development curriculum. This ensures they know how to keep themselves safe in different situations. For example, they learn about consent and online safety. Pupils learn how to look after their physical and mental health.

The majority of staff feel well supported by the school and trust. They recognise the positive impact that changes are having on the quality of education for pupils. However, the success of new initiatives is not carefully tracked and evaluated. Staff say that leaders are mindful of their workload. Staff receive effective coaching which supports them to refine their practice in the classroom. This is valued by staff, including early career teachers, who are extremely positive about the guidance they receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teachers do not use assessment effectively to check what pupils know and remember. As a result, some teaching does not remedy gaps or misconceptions in pupils' knowledge and understanding of the curriculum. The school and the trust should ensure that assessment supports pupils to build their knowledge and retain it in their long-term memory.
- In this period of significant change, the impact of new initiatives is not evaluated regularly and thoroughly. Therefore, the school does not have a detailed understanding of what is working well and what is not. The school and trust

should ensure that there is regular evaluation of the impact of its school improvement strategies.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142361
Local authority	Torbay
Inspection number	10334710
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	669
Appropriate authority	Board of trustees
Chair of trust	Jamie Parffrey
CEO of the trust	Stewart Biddles
Headteacher	Emma Bamber
Website	www.oldwayschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- A new headteacher joined the school in September 2022.
- The school is part of the Riviera Education Trust.
- The school uses two unregistered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the head of school, other senior leaders, the special educational needs and disabilities coordinator, the trust inclusion lead,

members of the local standards board, the chief executive officer of the trust and the chair of the trust board.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, science, and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey for parents and carers, Ofsted Parent View, including the free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Kelly Olive, lead inspector	His Majesty's Inspector
Yvonne Jones	Ofsted Inspector
Demelza Bolton	Ofsted Inspector
Jason Edge	His Majesty's Inspector

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