



Paignton Community and Sports College

Inspection report

Unique Reference Number 113528
 Local Authority Torbay
 Inspection number 289666
 Inspection dates 13–14 September 2006
 Reporting inspector Peter Way HMI

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

Type of school	Comprehensive	School address	Waterleat Road
School category	Community		Paignton
Age range of pupils	11–18		Devon TQ3 3WA
Gender of pupils	Mixed	Telephone number	01803 393859
Number on roll (school)	1991	Fax number	01803 393855
Number on roll (6th form)	325		
Appropriate authority	The governing body	Chair of governors	Revd John Quinn
		Principal	Miss M J English
Date of previous school inspection	3–7 March 2003		

Age group	Published	Reference no.
11–18	September 2006	289666

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

Paignton Community and Sports College is a much larger than average, non-selective school situated on two sites on the western outskirts of Paignton. There are eight local secondary schools, five of which operate selective entry. Specialist school status for sports was awarded in 2002. Pupils are drawn from a wide area within Torbay, which has pockets of significant economic disadvantage. The percentage of pupils entitled to free school meals is above the national average. About one quarter of the pupils, well above the national average, have learning difficulties or disabilities. Amongst other significant groups within the school are pupils in care and those for whom the local authority has difficulty in finding a school place. The number of pupils who join the college at times other than the start of the year is high.

Key for inspection grades

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

Overall effectiveness of the school Grade: 3

Paignton Community and Sports College provides a satisfactory standard of education with some significant strengths and some weaknesses. A key feature of the school is its inclusive nature in an area dominated by selective secondary education. It also provides sixth form education for pupils who might not otherwise have that opportunity. The level of support for pupils who are in vulnerable categories, including those with learning difficulties, is outstanding. The designation as a specialist sports college has had a very positive impact on the attitudes, achievement and attendance of the pupils, although attendance remains too low overall. The school makes an outstanding contribution to improving healthy lifestyles, not only in the school but right across the Torbay community.

The progress which the majority of pupils make is similar to the national average. This is a credit to the school, but the standards attained are below, and in some cases well below, national figures. The school has made good use of the National Strategy in Key Stage 3 to improve significantly the quality of teaching since the last inspection and has shown that it has the capacity to continue making the necessary improvements. The current focus on Key Stage 4 is appropriate and although the majority of pupils in these, and all other year groups, say they enjoy their education, teachers' expectations of what pupils could achieve are not high enough.

Pupils are polite and courteous to visitors and most show respect for each other. Provision for care, guidance and support for pupils is good. The school shares useful information with pupils about their academic progress and the vast majority are clear about how to improve their work. There is a good emphasis on health and safety and the school works closely with parents and carers to support vulnerable pupils. Although temporary exclusions are relatively high, the school works closely with other agencies and has very good strategies for ensuring that exclusion is a last resort.

Leadership and management are satisfactory and there is a shared commitment to improvement throughout the school. Equality of opportunity and personal development are strongly promoted. There are clear strategies for dealing with poor behaviour but these are not always applied consistently. The capacity to make necessary improvements has been clearly demonstrated, but the development plan for the school has too many priorities and requires more rigorous evaluation. There have been difficulties in recruiting and retaining staff, which has been disruptive, but there is a clear system for monitoring the performance of teachers and this is leading to improvements across the school. The strengths and weaknesses of the school are recognised by the leadership team, but the team's view of the school is too generous in some important areas.

The majority of parents who responded to the questionnaire are very supportive of the school and all that it does. Many letters received by the inspection team praised the way in which the school has 'turned round' disaffected youngsters and increased their self-esteem. There is also a small but significant number of parents who are not happy with aspects of the school, especially standards of behaviour and the amount of consultation with parents. The inspection team agrees with the praise and partly agrees with the concerns. The leadership team and governing body should consider how to engage more effectively with these parents to hear their views.

Effectiveness and efficiency of the sixth form Grade: 3

Access to the sixth form is open to all and this is appreciated by those who have had previous setbacks. Students pursue courses which are academic, vocational or a combination of both, and say that they find this choice exciting. Provision is skewed towards A level study and this is not always appropriate. The school ensures that most students stay on for both sixth form years, and some remain longer to take further courses. The provision for sport and the arts is a strength of the school, and some students coach other pupils in sport and leisure activities.

Students' achievement is improving and although starting with standards below average, their achievement when they leave the sixth form is satisfactory. The school's' expectations of attainment in the higher grades in examinations is not high enough. Leadership and management are sound with more use being made of achievement data to help plan teaching. Although variable, teaching is satisfactory; students feel their teachers use appropriate styles of teaching and there is some innovative use of technology. There are many opportunities to work away from school in preparation for a working future. Students feel the school provides good support, both in and out of lessons.

What the school should do to improve further

- Focus school improvement on raising standards.
- Raise teachers' expectations of what pupils can achieve and ensure that work is well matched to learning needs in all lessons.
- Improve attendance and reduce unauthorised absence.

Achievement and standards

Grade: 3

Pupils make satisfactory progress throughout the school. They join Year 7 with below average attainment with fewer having achieved the higher Level 5 than is found nationally. While standards are improving, they are still below average when pupils leave. Progress through Key Stage 3 has improved considerably and is now good in many areas. As a result, standards are getting closer to the

national average. By the end of Key Stage 4, examination results are low and the percentage of pupils achieving at least five good GCSEs is not keeping pace with the national rate of improvement. Pupils with learning difficulties and disabilities make good progress. There is no marked difference in the achievement of particular groups of pupils, including vulnerable pupils, but there is too much variation in performance in different subjects in Key Stage 4.

The targets which the school has set for itself in Key Stage 4 represent adequate challenge, and the Key Stage 3 targets have rightly been reviewed in the light of improving attainment, resulting from effective implementation of the National Strategy. The school collects a good range of data about pupil performance, which is readily available to all staff, and is beginning to use this more effectively to set individual targets.

Personal development and well-being Grade: 2

The promotion of personal development and well-being is good. Pupils say they enjoy school and everything it offers. They have a positive attitude to learning and an excellent understanding of healthy lifestyles; this is strongly supported by opportunities offered through sports college status, and the school's TIC TAC initiative, which has won local and national recognition. The provision for spiritual, moral, social and cultural development is satisfactory; pupils' social development is good, but preparation for living in a multicultural society and opportunities for spiritual reflection are less well developed. The school carefully monitors attendance and works hard to improve it. Academic progress and general enjoyment is not as good for pupils who do not attend regularly.

A significant number of pupils enjoy and benefit from the wide range of clubs and sporting activities. The annual camps for Years 7, 8 and 9 encourage social development. Safety awareness is promoted well. There are very good links with the local community and students talk proudly about their involvement with senior citizens and about the 'Beach Clean' project. They are keen to help others and enjoy fund-raising activities. There are good opportunities for students to experience work placements and they make sound progress in developing skills for their future economic well-being. Behaviour observed in lessons and during the informal break times was generally good. Pupils say that unacceptably poor behaviour is dealt with effectively, but they also feel that behaviour in lessons can occasionally be disruptive.

Quality of provision

Teaching and learning

Grade: 3

Some good lessons were seen by inspectors throughout the school, supporting the leadership's view that improvements have been effective since the last

inspection. Using the full range of evidence available, the overall quality of teaching is satisfactory, although teachers' expectations of what pupils' could achieve is not yet high enough to raise the standards of attainment for all ability groups. While much thought goes into lesson planning, in some lessons not enough account is taken of different learning needs and work is not always well matched to pupils' level of understanding. Pupils with learning difficulties or disabilities are very well supported by the school, but others at the lower end of attainment are sometimes struggling, especially in mixed-ability lessons, whilst more able pupils may waste time waiting for some to catch up.

During the inspection, more good lessons were seen in Key Stage 3 than elsewhere. Pupils are more actively involved in their lessons and are clear about how to improve their work. The school has had huge success in the implementation of the Key Stage 3 National Strategy which has very significantly raised pupils' achievement year by year. The Strategy principles are now being extended into Key Stage 4 to ensure lessons engage pupils more actively in their learning, that questioning requires more considered responses and that lessons move at a more lively pace. Nevertheless, many pupils in Key Stage 4 say that they enjoy working in this part of the school and they appreciate how their teachers treat them as young adults in a grown-up environment.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of the majority of pupils, including students in the sixth form. The school makes good use of partnerships, both local and long distance, such as courses run jointly with a local college of further education and the strong link established with the Royal Ballet Company. A good range of enrichment activities is offered throughout the school. The provision for pupils with learning difficulties and disabilities is outstanding, with much time and effort being given to providing a curriculum that carefully matches their individual needs.

The curriculum for pupils in Years 7, 8 and 9 is good. In keeping with the school's specialist sports status, the amount of time allocated to physical education has been increased in Key Stage 3 with a beneficial impact on attitudes and overall achievement. The curriculum in Years 10 and 11 also reflects the specialist nature of the school and pupils can choose from a good range of academic and vocational courses, including work-related opportunities. A significant number of pupils do not receive enough time for the study of information and communication technology (ICT) in Key Stage 4.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good and has a positive impact on personal and academic development. There is outstanding provision for pupils

with learning difficulties and disabilities. Successful initiatives such as the low achievers' project in Year 7 ensure pupils achieve well for their ability and develop a positive attitude to school. One parent wrote, "... has changed beyond recognition, you have helped him in so many ways. He now believes in himself, he has grown to trust people and [has] a positive outlook on school." Pupils with learning difficulties and disabilities make good progress because of the well organised and enthusiastic support they receive. Effective links with parents, carers and support agencies ensure pupils' needs are well understood and action plans are carefully constructed.

Pastoral support is very well organised and every effort is made to ensure appropriate guidance is given to pupils. Good guidance is given about Key Stage 4 options enabling pupils to make well-informed choices, but there is room for improvement in helping students to make course choices in the sixth form. Pupils' academic progress is monitored regularly by teachers and target setting ensures that pupils have an understanding of how well they are doing. The school keeps pupils safe and governors are active in ensuring risk assessments are properly carried out. Pupils are confident that any concerns will be dealt with effectively and they know who to turn to for help.

Leadership and management

Grade: 3

The leadership team is developing systems for monitoring performance in all aspects of educational provision, and has had some significant successes, but it does not have an entirely accurate view of strengths and weaknesses, nor are these clearly translated by the team and governing body into a coherent and achievable development plan. Despite the high quality of care and the fact that pupils make sound progress, some of the targets which the leadership team sets for pupils' attainment are not sufficiently challenging.

However, there is a strong drive for improvement at all levels of leadership. Promoting the well-being of learners is paramount; inclusion of all pupils and equality of opportunity are central to the school's aims and values. The decision to apply for specialist sports college status, awarded in 2002, is an example of good leadership as this has had a tremendously positive impact on pupils and the Torbay community as a whole. Consistent improvement in pupils' achievement in Key Stage 3 indicates the leadership team's ability to plan and deliver change.

Staff are supported with good advice and training which is especially beneficial for newly qualified teachers and support staff, some of whom have gone on to train as teachers. Classroom observation is becoming more effective in focusing on pupils' learning needs, and good procedures have been established within faculties, including a new coaching system. Use is made of existing expertise and there are examples in some faculties of good practice being shared among staff.

Accommodation is improving and resources are deployed effectively, especially to support vulnerable pupils and to meet the community obligations of its status as a specialist sports college. Links with other organisations, schools and external agencies are very well developed and make a positive reciprocal contribution to the pupils' education and the local community. The governing body is well led and actively supports the school's aims. It is enthusiastic in recognising and defending the inclusive nature of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall	16–19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in the Foundation Stage	N/A	
The effectiveness and efficiency of boarding provision	N/A	
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	4	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	1	
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	3	

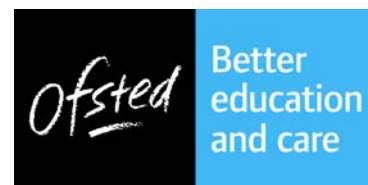
¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3	3
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?	2	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
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	



Paignton Community and Sports College
Waterleat Road
Paignton
Devon
TQ3 3WA

15 September 2006

Dear Pupils and sixth form Students

The inspection team would like to thank you very much for your courteous and warm welcome to your school. We would also like to thank you for your very helpful contribution to the inspection by talking to us frequently throughout the two days, both informally and in small discussion groups. Thank you also to the sixth form students for sharing your views with us via the questionnaire.

I am sure you realise that the inspection team gathered a very wide range of evidence about all aspects of education at your school. Our findings are contained in the inspection report which I hope many of you will read. In summary, we concluded that one of the great strengths of the school is that it welcomes all pupils and students, no matter what their background, and does well to help you all make progress. Clearly, the vast majority of you enjoy your education and appreciate very much what the school provides, especially as part of the sports college status. The school makes a tremendous contribution to improving healthy lifestyles both for you and within Torbay. We also found that the school does an excellent job in supporting pupils who need extra help. There are very good systems within the school for providing you with support and guidance.

There are also some things which are in need of improvement. Although you make satisfactory progress individually, across the school not enough of you reach the levels or grades which are expected. We believe the teachers could give you work which is better matched to your understanding and which encourages you to aim higher. Attendance is too low and those who miss school do not do as well as those who attend regularly. You bear the responsibility for wasting your chances, but the school must also try even harder to reduce non-attendance.

The final point is not for the school, but for you to tackle yourselves. It was well put by one pupil who said, "I wish everyone would work at 100% even when Ofsted [inspectors] have left." Well, it is up to you.

With very best wishes

Peter Way
Her Majesty's Inspector of Schools