

# Inspection of Our Lady of the Angels Catholic Primary School

Queensway, Chelston, Torquay, Devon TQ2 6DB

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Inspection dates: 24 and 25 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires Improvement

## **What is it like to attend this school?**

Pupils arrive at school each morning eager to learn. They look forward to finding out what they will learn next. Leaders have high expectations for every pupil, including those with special educational needs and/or disabilities (SEND). Pupils try their best to meet leaders' ambitious expectations. Pupils are very clear about what is expected of them. They told inspectors that all adults treat them fairly.

Pupils say that the Christian values guide them towards making positive choices. Pupils show respect for each other. They act in a calm and considerate manner when moving around the building. Bullying does not happen often. Pupils know that adults would help them if it did. Pupils learn about the different types of bullying, including online.

Parents comment that there have been many positive changes to the school in recent years. They appreciate the care that staff members show to pupils. This helps pupils to feel safe. One parent said, 'Staff genuinely care about the pupils and their families'.

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

The curriculum is ambitious for all pupils. Leaders have thought about the key knowledge that pupils need to learn. The sequence of learning supports pupils to build knowledge well. Teachers skilfully match learning activities to the planned curriculum. They have secure subject knowledge. In some subjects, leaders have developed effective ways to check what pupils know and remember over time. However, this is not yet consistent across the curriculum. Some pupils develop gaps in their learning and cannot talk confidently about what they know.

Children in the Reception Year settle quickly into school routines. They take turns, share and show kindness towards each other. Caring staff respond sensitively to their needs. Adults model the language that they expect children to use. Consequently, children communicate well.

Pupils with SEND learn well. Leaders consider how each pupil can access the full curriculum. Teachers make skilful adaptations to enable all pupils to succeed. Leaders regularly review pupils' targets to ensure that their needs are being met. They develop learning plans in partnership with parents and external agencies. Parents appreciate their role in this process. They feel that leaders listen to them.

Leaders consider reading to be central to pupils' success. Pupils receive regular high-quality phonics lessons from the start of the Reception Year. They read books that contain the sounds they know. Most pupils enjoy reading and develop into confident readers. Pupils who fall behind receive additional help to catch up. Teachers carefully check where the gaps are in pupils' phonic knowledge. Leaders deliver ongoing

phonics training for staff. As a result, all adults who teach phonics have the knowledge to do this well.

Pupils are proud to hold roles of responsibility. They say that being a 'pupil chaplain' helps other pupils to reflect and to make the right choices. Strong relationships exist between staff and pupils, based on mutual respect. Consequently, most pupils behave well. Staff help pupils to understand and learn from their choices. This helps pupils to improve their behaviour when needed.

Pupils take part in a range of trips to the local area and further afield. Leaders plan each trip to help pupils to understand the wider world and to support their character development. Pupils cooperate well and develop the resilience to cope when things go wrong. They learn about people who have different beliefs and understand the importance of treating everyone the same. One pupil commented, 'Everyone is different on the outside, but the same on the inside'. Pupils recognise the importance of keeping healthy. They talk with confidence about their roles as meditation and movement champions. Pupils access a range of clubs, such as football, gardening and musical theatre.

Staff feel that leaders consider their workload and well-being. They feel well supported. Staff say that leaders listen to their views.

Trust leaders have a clear understanding of the school's strengths and weaknesses. They know what leaders need to do to continue to improve the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe. All staff understand the safeguarding policy and procedures. Leaders deliver regular safeguarding training. Staff quickly identify pupils causing concern. Leaders take swift action to ensure that families receive the help they need.

Pupils know how to protect themselves online. They know not to share personal information. Pupils say that they could speak to adults in school about any worries.

Governors understand how leaders keep pupils safe. They make regular checks to assure themselves that safeguarding procedures are robust.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers do not use assessment well in some subjects to understand how well pupils know and remember the curriculum over time. Pupils sometimes develop gaps in their learning and cannot talk confidently about what they know. Leaders

need to ensure that assessment enables teachers to use information about what pupils know and remember to plan subsequent learning.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140745
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10227354
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	145
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ruth O'Donovan
<b>Headteacher</b>	Amelia Harding
<b>Website</b>	<a href="http://www.ourladyoftheangels.eschools.co.uk">www.ourladyoftheangels.eschools.co.uk</a>
<b>Date of previous inspection</b>	10 and 11 July 2018, under section 5 of the Education Act 2005

## Information about this school

- Our Lady of the Angels Catholic Primary School is part of Plymouth CAST multi-academy trust.
- The school does not use any alternative provision.
- A section 48 inspection was carried out in April 2016.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher, members of staff, parents and representatives from the trust and governing body. The headteacher is the special educational needs coordinator.

- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors met 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. Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors checked the procedures for keeping pupils safe, including scrutinising the single central record.
- An inspector considered responses to the online questionnaire, Ofsted Parent View, including the free-text responses. The inspector also took into consideration responses to the staff survey.
- Inspectors met with pupils and staff to gather their views and find out what is it like to be part of the school.
- An inspector met with parents at the school gates.
- Inspectors looked at the school's plans for improvement, leaders' self-evaluation, minutes of meetings, monitoring documents and reports from the trust.

### **Inspection team**

Jane Dennis, lead inspector

Her Majesty's Inspector

Ben Jordan

Her Majesty's Inspector

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