

Torre Church of England Academy

Address: Barton Road, Torre C of E Academy, Barton Road, TORQUAY, Torquay, Devon, TQ1 4DN

Unique reference number (URN): 140092

Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well at Torre C of E Academy. Leaders' aspiration of academic excellence is reflected in the outcomes of pupils. Staff track pupils skills in early reading, writing and mathematics rigorously across the school and act swiftly to close any gaps. By the end of key stage 2, the majority of pupils, including those who are disadvantaged, achieve above national averages in all standardised tests. Year 4 multiplication outcomes and phonics results also exceed national figures. This strong performance reflects the school's high-quality curriculum and consistently high expectations. This means that most pupils are ready for their next phase of learning.

Although some pupils in the early years start school with lower than average levels of development, most quickly gain the language, communication, number, phonics and handwriting skills they need for Year 1.

Pupils benefit from a well-structured two-year rolling programme of learning. The school's approach to curriculum and learning helps pupils build secure knowledge over time. Pupils recall previous learning confidently and apply it successfully. Work in books shows clear progress, demonstrating that pupils know more, remember more and can do more. Leaders identify the right priorities and address gaps effectively.

Attendance and behaviour

Strong standard ●

Leaders hold high ambitions for attendance and make it a clear priority. Their work has made regular attendance a strength of the school. Leaders track attendance closely and set high expectations, which drive continual improvement. Attendance for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, sits above national averages. Leaders build strong relationships with families and challenge absence in a supportive, respectful way. The curriculum creates a safe, engaging environment where pupils feel they belong and want to attend. When barriers to attendance arise, leaders act quickly. Leaders monitor every pupil, remove barriers and keep persistent absence to a minimum.

Learning behaviours are a strength of the school. Pupils are active, engaged and eager to learn. They respond quickly to teacher direction and show consistently positive attitudes in every classroom. A calm, purposeful atmosphere supports respectful interactions between adults and pupils. This strong culture extends into social times. Pupils show empathy towards one another and bullying is not an issue.

Staff know pupils as individuals. The school's approach to behaviour reflects this. Staff consider each incident carefully and apply adaptations or consequences that are appropriate and in the child's best interests. This supports pupils to improve their behaviour over time.

Curriculum and teaching

Strong standard 

Leaders have designed an ambitious and research-informed curriculum. They have carefully combined their three core priorities of academic excellence, metacognition and character education to ensure that learning builds securely from pre-school onwards. Pupils not only build secure subject knowledge and skills, they grow as individuals and learn how to be the best versions of themselves.

Skills and knowledge are sequenced thoughtfully. Leaders' decisions about what and how pupils will learn are carefully considered and well implemented. Pupils build independence and autonomy over their learning. Classrooms are calm and purposeful. Pupils engage actively, respond confidently to questions and sustain focus on their tasks.

Leaders maintain a strong emphasis on the foundation skills of reading, writing, speaking and maths as pupils move through the school. They track learning carefully, in order to identify gaps. Any gaps are addressed quickly and effectively.

Leaders have an accurate view of teaching quality. They monitor practice regularly and use the skills within the school to develop others. Teachers benefit from high-quality training and development both from within the school and across the wider trust. As a result, pupils benefit from high-quality teaching and are well equipped for the next stages of their learning.

Early years

Strong standard 

Provision in the early years is a strength of the school. In pre-school and Reception, leaders design a curriculum rooted in learning and adapt it carefully to meet the needs of children. They act with clear intent in every aspect of provision. Warm, high-quality and purposeful interactions between adults and children are evident throughout. Consistent practice across both settings ensures smooth, supportive transitions into Reception and then into Year 1.

Leaders identify children's needs promptly. They ensure that staff hold an accurate understanding of each child's development and any gaps in learning. Staff use this knowledge to plan engaging learning opportunities that address these gaps effectively, such as creating model binoculars before taking part in a bird-watching activity.

Leaders demonstrate strong expertise in early years education. Working closely with the trust, they make informed decisions about how the curriculum and teaching should evolve, based on evidence of how well children learn what is intended.

Communication and language are a clear priority. Phonics is taught well. Children make good progress, ensuring that they are ready for Year 1. Children are encouraged to be independent, resilient learners from the start.

Staff know children well and make thoughtful decisions that support their individual needs. Leaders prioritise staff development, providing a professional learning programme informed by evidence, whole-school priorities and individual needs. This strengthens staff expertise and ensures that the early years continues to deliver high-quality provision.

Inclusion

Strong standard ●

Leaders know pupils' needs extremely well. They identify these needs as soon as children join the school, whether in Pre-School, Reception or mid-year. Staff respond quickly through skilled teaching, targeted classroom adjustments and, when required, personalised plans. These plans draw on detailed knowledge of each child and specialist advice. Early and effective support means that most pupils do not require additional interventions.

Staff know every pupil as an individual. Regular training ensures that staff can meet a wide range of needs, including complex social, emotional and mental health needs. Leaders maintain high expectations and work relentlessly to remove barriers, so pupils can succeed. They work closely with families and external agencies to secure timely and appropriate support.

Leaders place high-quality teaching at the centre of their approach. They check learning regularly and act swiftly when they identify gaps. They also broaden pupils' experiences through opportunities such as a five-day residential and attending a live sporting event. These experiences build pupils' confidence, independence and ambition.

Leaders use additional funding with precision. They review their strategy annually and base decisions on the specific needs of each cohort. They track disadvantaged pupils' progress closely and intervene quickly when gaps appear. As a result, disadvantaged pupils achieve well across the curriculum.

Leadership and governance

Strong standard ●

Trust and school leaders have established a cohesive and collaborative model of challenge and support. This ensures that leaders at all levels are held to account for the quality of provision and the impact it has on pupils' lives. The model reflects the school's clear vision for excellence and provides structured opportunities for staff's development. Talent is identified, shared and nurtured, and the impact of this work is evident in the consistently strong provision pupils receive. Local advocates hold an accurate understanding of the school's strengths and priorities and play an active role in shaping ongoing improvement.

School leaders understand the school's context well and speak with conviction about ensuring that every pupil is ready for their next steps. Their ambition and high expectations for all pupils, including those who face barriers to learning, are evident in their decision-making and daily practice. Strong relationships with parents form an integral part of this work, and leaders prioritise these partnerships.

Leaders bring about improvement with care and precision. They implement change only when it is right for the school and when it meets the needs of pupils, especially those who are disadvantaged or pupils with special educational needs and/or disabilities. This thoughtful approach ensures that change is purposeful, manageable and sustainable. Staff value this clarity and feel supported to refine their practice.

The impact of leadership is visible in the strong outcomes pupils achieve and in the high-quality experiences they receive each day. Leaders' strategic decisions, combined with a culture of professionalism and high expectations ensure that the school continues to

improve and remains focused on securing the best possible outcomes for all pupils, including those who may face barriers to their learning.

Personal development and wellbeing

Strong standard 

Leaders have established a well-designed and coherent programme of personal development that runs through the curriculum and the wider opportunities pupils experience. They think carefully about what pupils need to learn, in order to thrive, both in school and in later life. Pupils develop a secure understanding of the personal, social and health education curriculum and the relationships and sex education curriculum. They speak confidently about how this learning supports them in their daily lives.

Leaders and staff know pupils extremely well. They are vigilant to identify individuals or groups who may need additional pastoral support. They match this support precisely to pupils' needs, addressing both immediate concerns and any underlying issues that could lead to future difficulties. This targeted approach helps pupils feel safe, understood and well supported.

Pupils learn how to recognise risks to their wellbeing, both online and offline. They know how to keep themselves safe, how to look after their mental health and how to maintain an active, healthy lifestyle. Leaders ensure that pupils receive clear, age-appropriate guidance that builds progressively as they move through the school.

The school provides a wide range of experiences that extend pupils' learning beyond the academic. Leaders track participation closely to ensure that all pupils, including the most vulnerable, access these opportunities. The 'eleven before eleven' initiative, rooted in the school's character curriculum, gives pupils meaningful experiences, such as eating in a restaurant, visiting a university and attending a theatre performance. These experiences raise pupils' aspirations and broaden their understanding of the world.

Pupils also contribute positively to their community. Their charity work, including supporting a local café for people living with dementia, helps them develop empathy and social responsibility. Leadership roles, such as school chaplains, alongside a wide range of clubs, residential visits and encounters with different faiths and cultures, deepen pupils' understanding of fundamental British values and strengthen their appreciation of cultural diversity.

What it's like to be a pupil at this school

Pupils at Torre C of E Academy are happy, kind and eager to learn. They arrive at school ready to participate and show clear pride in their work. Classrooms are calm, purposeful spaces where pupils engage confidently with well-structured activities. Teachers create environments that promote curiosity and independence, enabling pupils to take increasing ownership of their learning. As a result, pupils develop strong learning behaviours and achieve well across the curriculum.

The curriculum is carefully designed to build pupils' character, knowledge and skills in a coherent and ambitious way. Leaders have ensured that learning is sequenced thoughtfully, so pupils revisit and deepen key concepts over time. Alongside academic learning, the school places significant emphasis on personal development. Leaders ensure that all pupils encounter meaningful experiences that broaden their horizons, such as visiting an art gallery, helping in their community and performing to an audience. These opportunities help pupils develop confidence, resilience and essential life skills.

Relationships are a notable strength of the school. Staff know pupils well and create a culture of mutual respect and care. Pupils demonstrate consideration for others and show a strong sense of responsibility towards their community. They take part in a range of charitable and community focused activities, which further strengthen their understanding of citizenship. Behaviour in lessons and around the school is positive because expectations are clear and consistently upheld.

Pupils benefit from a skilled, caring and determined staff team. Parents and carers speak highly of the support the school provides, particularly for those who have experienced challenging circumstances. Families value the guidance offered and feel confident that staff will respond promptly and effectively when help is needed.

Leaders have high aspirations for every pupil. Their focus on character, attendance and achievement is having a clear impact. Pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, attend regularly, behave well and make good progress across the curriculum.

Next steps

- Leaders should further enhance their work to ensure that the impact of teaching, curriculum and learning for the most disadvantaged pupils means they are exceptionally well prepared for their next stage of their education and future success.
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About this inspection

This school is part of Academies for Excellence and Character, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Miss Cheryl Weyman, and overseen by a board of trustees, chaired by Mr Philip Mantell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the head teacher, the deputy head teacher, phase leaders, the CEO, the deputy CEO, the local advocate board chair and deputy chair, trust strategic leaders, an early career teacher and the school attendance lead during the inspection.

Inspectors visited lessons, met with groups of pupils, looked at pupils' work and visited pupils during social times.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The most recent section 48 inspection of this school took place in March 2019.

The school does not use any alternative provision.

The school has a breakfast- and after-school club run by the school.

Head Teacher: Mrs Laura Kendell

Lead inspector:

Sophie Hillson, His Majesty's Inspector

Team inspectors:

Anna Mills, Ofsted Inspector

Sarah Jane Tustain, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 20 January 2026

School and pupil context

Total pupils

321

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

341

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

28.03%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.74%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.21%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	61%	Above
2024/25 (revised)	84%	62%	Above
2023/24 (final)	78%	61%	Above
2022/23 (final)	76%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25 (revised)	91%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (revised)	91%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	76%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	84%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	46%	Above
2024/25 (revised)	60%	47%	Above
2023/24 (final)	71%	46%	Above
2022/23 (final)	58%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	62%	Above
2024/25 (revised)	80%	63%	Above
2023/24 (final)	76%	62%	Above
2022/23 (final)	58%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	59%	Above
2024/25 (revised)	80%	59%	Above
2023/24 (final)	82%	58%	Above
2022/23 (final)	58%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (revised)	70%	61%	Close to average
2023/24 (final)	76%	59%	Above
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	68%	-4 pp
2024/25 (revised)	60%	69%	-9 pp
2023/24 (final)	71%	67%	3 pp
2022/23 (final)	58%	66%	-8 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	76%	80%	-3 pp
2022/23 (final)	58%	78%	-20 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	78%	-3 pp
2024/25 (revised)	80%	78%	2 pp
2023/24 (final)	82%	78%	5 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	58%	77%	-19 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	76%	79%	-3 pp
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.8%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.9%	13.3%	Below
2023/24 (3 term)	13.1%	14.6%	Close to average
2022/23 (3 term)	15.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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