



Callington Community College

Inspection report

Unique reference number	112046
Local authority	Cornwall
Inspection number	382233
Inspection dates	31 January–1 February 2012
Lead inspector	John Carnaghan

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

Type of school	Comprehensive
School category	Academy
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1428
Of which, number on roll in the sixth form	252
Appropriate authority	The governing body
Chair	Peter Lee
Headteacher	Gary Lobbett
Date of previous school inspection	11 March 2009
School address	Launceston Road Callington Cornwall PL17 7DR
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Introduction

Inspection team

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Additional inspector

This inspection was carried out with two days' notice. Numerous lesson observations were carried out with senior staff to check the quality of teaching and monitoring. Forty lessons were seen in all, totalling 20 hours and involving 37 teachers. Meetings were held with parents and carers, groups of pupils, staff and members of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at its policies, records, plans and assessments as well as 538 inspection questionnaires returned by parents and carers.

Information about the school

Callington Community College is a larger than average-sized comprehensive school. The proportion of students known to be eligible for free school meals is below average. Almost all students are White British and very few speak English as an additional language. The proportion of disabled students and those with special educational needs is below average; the largest groups in this category have specific or moderate learning difficulties. The college meets the current floor standard. It has specialist status as a sports and music college and became an academy in April 2011. The college has the International School award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding college. Its drive for continuous improvement has established high and rising levels of attainment and excellent achievement for all students.
- Outstanding teaching ensures all groups of students make rapid, sustained progress. Teaching thoroughly addresses students' skills development and fully promotes their independence. Lessons are invariably challenging and highly motivating.
- Excellent learning is supported by students' extremely positive attitudes. Behaviour in and out of lessons is often exemplary. Students collaborate closely with staff and their peers, showing fierce concentration; there is very little disruption to the smooth flow of lessons.
- The sixth form is outstanding. It is highly successful, annually increasing in size and popularity. High quality teaching and a curriculum closely tailored to students' needs promote excellent progress.
- The curriculum provides very positive experiences. It is fully adapted to meet students' needs. An entirely appropriate emphasis on skills development in Key Stage 3 provides a powerful 'launch pad' for students' subsequent progress.
- Lessons fully promote students' spiritual, moral, social and cultural development, ensuring they develop a profound understanding of other beliefs, values and cultures. Their excellent social and moral development is exemplified in their outstanding behaviour. Well-trained staff and rigorous procedures ensure students feel very safe at the college.
- Leaders and managers and the governing body base improvement plans on thorough self-evaluation and a close analysis of assessments. Key leaders successfully focus on improving teaching and learning. The college works well with parents and carers but some are proving difficult to engage with.

What does the school need to do to improve further?

- Develop more innovative approaches to support the closer engagement of parents and carers who have hitherto proved hard to reach.

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Main report

Achievement of pupils

Students learn exceptionally well because of high quality teaching and their very positive approach to learning. The college has an impressive record of rising attainment at the end of Key Stage 4. Attainment levels have been above average for three years and remain high in 2012, with no significant inconsistencies between subjects. The college is fully alert to any potential variation in progress between groups of students. It uses high quality assessment information to monitor students' progress, then acts quickly to support those in danger of falling behind. Students enter the school with attainment that is below average and make rapid and sustained progress. In consequence, the achievement of all groups, including those with moderate learning difficulties, is outstanding. Excellent teaching, a high quality curriculum and very strong support promote outstanding achievement in the sixth form.

The outstanding curriculum, developed specifically to promote skills development in Years 7 and 8, ensures that students develop and apply skills to great effect; in particular, the focus on developing literacy provides a very strong springboard for students' learning across the college. Teaching and learning, whatever the academic discipline, provide numerous opportunities for students to apply their skills, promoting their excellent progress in reading, writing, communication and numeracy. Almost all students, parents and carers agree that the progress made by students in the college is good.

Lessons provide many examples of excellent learning and rapid progress. Typical was a Year 8 English lesson, aimed at developing students' skills through setting targets. It was thoroughly planned to link closely with the current college theme of 'motivation'. Excellent relationships encouraged students to participate fully in the varied activities on offer and the confident, skilled teacher adapted the lesson plans to take account of students' opinions. Students showed maturity and very good judgement in setting their own targets; these were fully backed by high quality assessments from the teacher.

Quality of teaching

Almost all parents and carers agree that teaching is good and the vast majority of students correctly report that they learn a lot in lessons. The teaching is outstanding in a very high proportion of lessons and good in a large majority of the rest. Typically, lessons are characterised by very high expectations from teachers and positive, energetic responses from students. In such an atmosphere, students are able to thrive and they make rapid gains in their learning.

Teachers plan astutely, often setting brief, focused, but challenging tasks to keep up the pace. Students benefit from varied, interesting resources. For example, a history lesson was enlivened by an extract from a contemporary film depicting the Vietnam

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war and its careful analysis by the teacher and Year 10 students. This also provided an opportunity to reflect on moral questions raised by guerrilla warfare and on cultural contrasts. Most lesson plans incorporate opportunities for students to apply and develop skills in areas such as communication; plans also regularly include opportunities where spiritual, moral, social and cultural development is fostered.

Teachers question students perceptively to check their developing understanding. Questions are frequently carefully phrased to promote discussion and students enjoy these opportunities to air their views. Assessments are regular and carefully marked, and help signpost the next steps for students as they move towards meeting their carefully set targets.

Lessons have a strong ethos for learning; students enter promptly, settle quickly and consistently behave outstandingly well, allowing the smooth flow of learning. Positive relationships and strong collaboration between students and with teachers mean that there are many opportunities for students to develop independence and greater confidence in their abilities. In an excellent comprehensively planned physical education lesson, students enjoyed the responsibility of monitoring their own and others' progress. They talked animatedly about what they were doing and how it related to their attainment levels and next steps. Outstanding enjoyment and high levels of participation were evident at all times.

Behaviour and safety of pupils

Students are very calm, courteous and considerate when moving around the school, for example at lesson changeover and break times. A similar picture is evident in lessons, where high levels of collaboration and cooperation are the norm. Students frequently remark on how well they get on with each other. Discussions with students made it very clear that they have an acute awareness of bullying, but that instances are extremely rare. In the event that incidents occur, most commonly involving mobile telephones, they are carefully recorded by the college and thoroughly dealt with. The number of bullying incidents recorded is falling steadily. Students commented that staff deal very well with the few issues that arise.

The college takes an active and highly effective approach to tackling misbehaviour and bullying. Senior leaders know individual students very well and work alongside them to integrate them fully into school life. Those who find it difficult to behave consistently well feel valued by the support they receive. There are several examples of the college accepting students who have not succeeded in other settings and who are now thriving. The effective initiatives taken mean that exclusion rates are low, extend for brief time periods and are decreasing in number.

Provision to ensure that students understand how to stay safe is thorough and draws in others from the local community, for example the police and emergency services. Students are very clear about their rights as individuals as well as their responsibilities to help and look out for others. Their punctuality is consistently good and their attendance is above average.

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A minority of parents and carers express concerns over behaviour in lessons. The inspection team looked very carefully into this issue through lesson observations, numerous discussions with students, meetings with staff and an analysis of school records and could find no evidence to endorse these views.

Leadership and management

The college has been notably successful in sustaining high levels of attainment over a considerable period. Leaders, managers and governors are highly ambitious to improve the life chances of all students. Staff are empowered to undertake leadership and management responsibilities; almost all take part in numerous policy and other development groups in which they meet, express their views and influence the direction of the school. There are many opportunities for staff to develop their skills and, under the college's aegis, many have gained degrees and additional professional qualifications. A pursuit of excellence and an uncompromising drive for improvement have led to higher standards of teaching, leadership and management and have sustained outstanding achievement for all groups of students. The college's capacity for further improvement is outstanding.

Self-evaluation activities, particularly a relentless focus on developing teaching, have paid dividends in ensuring consistently high quality lessons where students make excellent progress. Information from monitoring lessons is used alongside a sophisticated analysis of test and examination data to provide an accurate picture of the college's strengths and where additional attention needs to be focused, whether it is to support individual students or to provide staff with training opportunities. This effective monitoring ensures there is excellent equality of opportunity and no discrimination. Safeguarding arrangements meet all requirements.

The curriculum provides memorable experiences and rich opportunities for learning. It is finely tailored to students' needs and significantly supports their behaviour and safety. The college's attention to spiritual, moral, social and cultural development means that these areas are embedded in most lesson plans, contributing to the mutual respect that is palpable. The international dimension in the curriculum does much to expand students' horizons. The two-year Key Stage 3 curriculum allows for a literacy-based suite of subjects to be taught cohesively, enabling significant progress for identified students, but is flexible enough for those making accelerated progress to return to mainstream activities. There is a vast range of enrichment opportunities, notably the personal enhancement programme for all students in Years 7 to 10 that promotes personal development, social skills and self-esteem.

The overlapping Key Stage 4 and sixth form provision offers a rich range of courses at all levels, fully meeting learners' needs. There are numerous vocational opportunities, including a professional quality on-site beauty salon. The innovative sports and dance academy enables sixth form students to transfer smoothly onto foundation degree courses, developed in partnership with universities.

The college successfully engages with most parents and carers, ensuring that a good

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flow of information goes home. The views of parents and carers indicate a largely positive view of the college's leadership and management. However, there remains a small group of parents and carers whom the school finds hard to reach.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its students' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its students well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its students.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its students. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the students' work shown by test and examination results and in lessons.
Attendance	the regular attendance of students at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well students behave in lessons, with emphasis on their attitude to learning. Students' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well students acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which students are learning in lessons and over longer periods of time. It is often measured by comparing the students' attainment at the end of a key stage with their attainment when they started.
Safety	how safe students are in school, including in lessons; and their understanding of risks. Students' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 February 2012

Dear Students

Inspection of Callington Community College, Callington PL17 7DR

Many thanks for making the inspectors welcome when we visited your college recently. We greatly enjoyed our conversations with you and appreciate your courtesy and honesty in our discussions. Inspectors would like to congratulate you on your excellent behaviour.

Callington is outstanding. Excellent teaching and your very positive response to the numerous opportunities that are offered mean that your learning is outstanding. The curriculum is fully adapted to meet your needs and requirements. Your attainment is well above the national average and has been that way for some years. You make rapid progress and your achievement is outstanding, both in Years 7 to 11 and in the sixth form. It was pleasing to see from the inspection survey that almost all of you hold similarly positive views of the college.

These remarkable strengths could not happen without excellent leadership and management. Many staff share the responsibilities of running and improving the school and the great success of their efforts can be seen in the extremely positive ethos of the school and your high achievement.

There is one area that needs further attention.

- The college should develop ways to involve all parents and carers more fully in college life and students' education.

You can help by maintaining your extremely positive attitudes. Once again, many thanks for your assistance. It was a great pleasure meeting you.

Yours sincerely

John Carnaghan
Lead inspector

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