

# Newquay Tretherras School

## Inspection report

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<b>Unique Reference Number</b>	112059
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357038
<b>Inspection dates</b>	13–14 October 2010
<b>Reporting inspector</b>	Paul Sadler

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1601
Of which, number on roll in the sixth form	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Simeons
<b>Headteacher</b>	Sue Martin
<b>Date of previous school inspection</b>	8 May 2008
<b>School address</b>	Trevenson Road Newquay, Cornwall TR7 3BH
<b>Telephone number</b>	01637 872080
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## Introduction

This inspection was carried out by six additional inspectors. They observed 47 lessons taught by 47 teachers and held meetings with staff, governors and groups of students. They observed the school's work, and looked at documentation including that relating to students' attainment and progress, development planning and the care, welfare and safety of students. They analysed the results of questionnaires completed by students, staff and 103 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of action taken to raise attainment and achievement, especially in mathematics.
- The progress of students with special educational needs and/or disabilities, to see if it is as good as that of other students.
- The impact of teaching and learning and of leadership and management on students' outcomes in the sixth form.
- The impact of the technology specialism across the wider school curriculum.
- The quality of the school's contribution to community cohesion.

## Information about the school

This secondary school includes a sixth form and is of above average size. It serves a coastal town and the surrounding rural area. Almost all students are of White British heritage. The proportion with special educational needs and/or disabilities is broadly average. These are mostly moderate learning or behavioural difficulties, but a few students have more specific disabilities such as hearing impairment or cerebral palsy. The school has had a designated technology specialism for about 14 years.

A pre-school is located on the site but this is not managed by the governing body and is inspected separately.

**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: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

At the heart of this outstanding school are the excellent care, guidance and support that students receive. The impact of this is seen in a wide variety of ways. Students are polite, considerate and mature young people who form excellent relationships with each other and with adults. The school successfully employs strategies to ensure that all students, including those at most risk of disaffection, remain engaged with their education. As a result, attendance is above average and levels of exclusion are extremely low. The school not only has wide-ranging and effective arrangements to keep students safe on the large open site and when out and about but, importantly, it also teaches them to assess risk and to challenge themselves to be sensibly adventurous. As a result, students feel exceptionally safe when involved in the school's activities. The highly effective approach to health education also has a major impact on students' very good understanding on how to lead safe and healthy lifestyles, for example through the avoidance of alcohol and awareness of the importance of sexual health.

Outstanding guidance also promotes high aspirations among the students. When asked for her target GCSE grade in a subject, a Year 10 student immediately replied, 'It's A, but I'm going for A\*.' This response was typical of students of all abilities. Students' attainment is above average. Standards of English are consistently so, and literacy skills are especially strong, as shown by the extensive well-written notes made by sixth-form students in lessons on their own initiative. School leaders recognised that attainment in mathematics was lower than that in English and have taken effective action to improve this. As a result, attainment in GCSE mathematics in 2010 was above average and in line with that in English and many other subjects. Around two-thirds of students attained the benchmark standard of at least five good GCSE passes including English and mathematics. All groups of students are making equally good progress, both in lessons and over time, although the school's analysis of its data has shown that the highest attaining students should be doing even better, and action is being taken to ensure that this happens. The progress of students with special educational needs and/or disabilities, and of those in the sixth form, has improved since the last inspection in 2008 and is now good. This is as a result of excellent action taken to improve teaching and learning.

The headteacher, school leaders and governing body have an exceptionally clear vision for the future of the school and have been very successful in articulating this. As a result, morale within the school is very high and students and staff greatly enjoy coming to school. Much of the teaching is exciting, and of high quality. The inspection confirmed the school's findings that there is no inadequate teaching, but that some is not yet good, mainly when assessment is not used well enough to refine the teaching to meet the needs of individual students. Action taken recently has led to a major restructuring of subject leadership. While it is too soon to evaluate the impact on students' attainment, improvements in teaching quality are already apparent, for example in science. In recent

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years, the school has successfully adapted the curriculum to meet the wide-ranging needs of the students, for instance through broadening the range of available vocational courses in partnership with other schools and Cornwall College, and by increasing the emphasis on sport and the creative arts. These new priorities have led to some loss of focus on the school's long-standing technology specialism. For example, while information and communication technology is widely and effectively used as a tool for teaching and learning, it does not have the strength that it should. School leaders are rightly reviewing the school's approach to its specialist status. The high quality of the school's evaluation of its own performance and the great effectiveness of action taken to rectify identified weaknesses have led to outstanding achievement by students, especially in their personal development. These successes demonstrate that the school is in an excellent position to improve further.

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

- Improve teaching so that all matches the quality of the best by:
  - ensuring that assessment information is used by all teachers to plan lessons that fully meet the needs of the students
  - designing and using tasks that challenge and motivate all students, especially the most able
  - ensuring that opportunities to develop students' skills of numeracy and information and communication technology are developed in a wide range of subjects.

### **Outcomes for individuals and groups of pupils**

<b>1</b>
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A notable feature of the school is the students' enthusiasm for learning and their enquiring minds. For example, a Year 8 student studying the effects of alcohol asked the teacher for more details of cirrhosis of the liver. He was fascinated by the graphic description given. Students write extensively and with imagination. They greatly enjoy physical education and sport, as was shown when a student enthusiastically told an inspector about the coming rugby fixture against a local school. Students' creativity shines through in the high quality work they produce in art and drama, including through productions for parents, carers and the local community. They collaborate well in teams and work with sustained concentration on independent tasks, such as when lower attaining students in Year 9 made plans for their 'eco-town'. Students' skills of numeracy and information and communication technology are good, but do not quite match their excellent literacy skills. They show interest in peoples of different faiths and cultures and are intolerant of racist attitudes and discrimination, although the somewhat remote and monocultural nature of the community limits their opportunities to mix with those from a wide range of backgrounds. Students with special educational needs and/or disabilities achieve well because of good support from teaching assistants and because teachers challenge them to think.

Behaviour is outstanding. A good example was when a young student fell in a corridor and older students immediately helped him up and asked if he was all right. This was typical of students' kind and friendly attitudes and their excellent spiritual, moral and social development. All students, including those in the sixth form, make an excellent

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contribution to the school and local communities and willingly take on responsibilities such as mentoring Year 7 students. They support projects in the local community and in primary schools, for example as sports leaders. Students show an excellent understanding of a healthy diet and would rather eat fruit than chocolate.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching is good and is improving rapidly. Teachers are enthusiastic and most have high expectations for their students. Relationships are excellent, and appropriate laughter is often heard from classrooms as teachers use mildly amusing strategies to reinforce learning, for example when students 'wallpapered' a volunteer with sticky notes annotated with what they had learned in the lesson. Most lessons are split into smartly timed activities, to reinforce the pace of learning, and teachers use assessment well to ensure that tasks meet the students' needs. However, these features are not present in all lessons and, in a small minority, tasks are mundane and lack challenge, especially for the most able students. Recent changes to the curriculum have increased both the range and appropriateness of courses and assessment options available to students. The large number of students and the effective use of partnerships allow the school to offer courses in subjects such as animal welfare and vehicle maintenance, and a wide range of courses to meet individual needs in subjects such as science. The popularity of some of these subjects has a negative impact on the take-up of others such as modern foreign

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languages and, in spite of the school's specialist status, some aspects of technology. The school offers an excellent range of additional activities which are popular with, and greatly enjoyed by, students.

In spite of the size of the school, staff have a very good knowledge of individual students, which is at the heart of the excellent care, guidance and support they receive. Students' progress, especially that of those with special educational needs and/or disabilities or other difficulties, is monitored closely and support is tailored to meet these. Good use is made of a wide range of external agencies, especially in the field of health and welfare. Every opportunity is taken to develop students' self-esteem, for example by giving leadership responsibility to students who come to the school having experienced difficulties at other schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Under the able leadership of the headteacher, a very strong team of senior leaders have worked very successfully to improve the school. They have commissioned a number of external reviews that have added to their own evaluations and have been used to establish priorities and initiate actions, the impact of which is monitored carefully. Variation in the quality of subject leadership has been successfully addressed and a poster outlining the teaching and learning policy is widely displayed for staff and students to see. These changes, although in some cases recent, are already having a positive impact on the quality of teaching. The excellent governing body meets its statutory duties well and has very effective systems for monitoring and evaluating the school's work. The arrangements to keep students safe are of a notably higher quality than those required by legislation. The school monitors the progress of groups of students and takes effective action to ensure equality of opportunity for all, and discrimination of any kind is rare and never tolerated. Parents and carers support the school, but the school's relationship with them is somewhat passive, as evidenced by the low response to the inspectors' questionnaire. The school has formed good partnerships with other educational establishments and agencies. While these are not as extensive as sometimes found, they have a highly positive impact on students' achievement, notably in physical education and sport and in vocational education. Leaders and managers are successful in promoting community cohesion well, especially locally, and make the most of the limited opportunities for students to meet others from different backgrounds, such as through the visit of a Ugandan school choir.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The sixth form has improved considerably since the last inspection. Attainment in examinations has been broadly average but is steadily rising, with a further improvement in 2010. As in the rest of the school, students' personal development is an important strength. Sixth-form students take on responsibilities and are good role models for younger students. They have good independent learning skills, developed, for example, during a study skills day at the University of Plymouth. Students say they receive good support and guidance, although a few say they would have liked more information on potential workload before embarking on their courses.

Teaching in the sixth form has improved and is now as good as that found in the rest of the school. Lessons are demanding and teachers are skilled in ensuring that students' learning enables them to achieve the objectives laid down for the course, as when Year 13 students calculated centripetal force from the results of a difficult experiment. Leaders and managers have ensured that the sixth form is a popular choice for students and that the range of courses meets their needs. The sixth form is poised for further improvement.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2



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## **Views of parents and carers**

Few parents or carers returned the inspectors' questionnaire. Of those that did, the very large majority were happy with the education their children are receiving. There was particular praise for the care, support and guidance provided, a view which inspectors endorse strongly. Of those returning the questionnaire, a very small minority expressed concern about the school's encouragement of healthy lifestyles and the way poor behaviour is dealt with. No evidence to support these views was found during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newquay Tretherras School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 1601 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	29	65	63	6	6	1	1
The school keeps my child safe	32	31	60	58	7	7	0	0
My school informs me about my child's progress	29	28	59	57	11	11	1	1
My child is making enough progress at this school	29	28	62	60	8	8	0	0
The teaching is good at this school	33	32	63	61	2	2	1	1
The school helps me to support my child's learning	25	24	61	59	11	11	1	1
The school helps my child to have a healthy lifestyle	20	19	61	59	17	17	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	26	60	58	8	8	1	1
The school meets my child's particular needs	25	24	68	66	6	6	0	0
The school deals effectively with unacceptable behaviour	20	19	61	59	13	13	2	2
The school takes account of my suggestions and concerns	14	14	66	64	11	11	2	2
The school is led and managed effectively	20	19	66	64	7	7	3	3
Overall, I am happy with my child's experience at this school	31	30	61	59	5	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**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.**



21 October 2010

Dear Students

**Inspection of Newquay Tretherras School, Newquay TR7 3BH**

Thank you very much for your open and friendly welcome when we visited Tretherras, and especially to those of you who gave up your time to tell us about school.

We found that your school is outstanding. We were very impressed by your maturity and positive attitudes. The school keeps you very safe and we especially liked the way you are taught to assess risk and be sensibly adventurous. You also help and care for each other well and, although you do not all agree, you are encouraged to lead very healthy lifestyles.

Your attainment in GCSE and A level examinations and other courses is above average and you all make good progress in your work. There is improvement every year, this year most notably in mathematics and the sixth form. You have exceptionally good literacy skills; for example, you are good at making your own notes. Teaching is good and is improving. The headteacher, senior staff and governors lead the school very well. They have improved the range of courses you can follow, and we noted how much you enjoy sport and subjects such as art and drama.

'Outstanding' does not mean that nothing can be improved, and we have asked the school to ensure that all the teaching is as good as the best we saw by making sure that the work always stretches and interests you, especially those of you who can attain the very highest grades. While you are good at using numeracy and information and communication technology, these skills are not as good as your skills in literacy.

We know you will continue to work hard and enjoy school. We wish you all the very best for the future.

Yours sincerely

Paul Sadler

Lead inspector

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