

Treviglas Community College

Bradley Road, Newquay, Cornwall, TR7 3JA

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- College leaders' unwavering commitment to continuous improvement ensures that students' achievement is high.
- Students' progress in the main school is outstanding, whatever their starting point and irrespective of any disability or special needs. There have been marked improvements in the progress made in English and mathematics in recent years.
- Teaching is outstanding, with carefully planned lessons that develop understanding systematically. Assessment is used very well to ensure activities meet students' learning needs, although a few staff are less skilled in doing this. Students use time for reflecting on their work very well but occasionally their thinking is too general to support the best progress.
- Students' behaviour is outstanding and they flourish within a very caring and supportive environment. Students say the students feel very safe in the college.
- The outstanding curriculum meets the varied needs of students very well, whilst ensuring that all develop their skills in literacy and numeracy very effectively.
- Self-evaluation is exceptionally rigorous, providing an accurate view of the college's strengths and areas for development. The impact of actions taken, to improve teaching and learning, is checked very effectively.
- The sixth form is good, with a carefully designed curriculum that meets students' needs well. Their progress is good, particularly in vocational subjects, and improving steadily.

Information about this inspection

- Inspectors observed 34 lessons, of which six were joint observations with a member of the college’s senior leadership team.
- Meetings were held with members of the governing body, including the Chair, and with senior and middle leaders as well as three groups of students.
- Inspectors took account of the 48 responses to the on-line Parent View survey and of the college’s own survey of the views of parents and carers conducted in July 2012 when 283 responded. Two parents also wrote to the inspection team to give their views.
- Inspectors looked at key documents including the college’s plans for improvement, the minutes of meetings of the governing body, the college’s own data on students’ progress, records relating to self-evaluation, behaviour and attendance, policies and procedures for safeguarding and samples of students’ work.

Inspection team

Grahame Sherfield, Lead inspector	Her Majesty’s Inspector
Marcia Headon	Additional inspector
Howard Jones	Additional inspector
Claire Plumb	Additional inspector

Full report

Information about this school

- Treviglas is broadly average in size and serves a mainly White British community from Newquay and the surrounding villages.
- The proportions of students supported through school action and of those supported at school action plus or with a statement of special educational needs are similar to the national averages.
- The proportion of students known to be eligible for the pupil premium is slightly below that found nationally.
- More students join or leave the college at other than the usual times than in most schools.
- Off-site provision is based at the Atlantic Centre, a collaborative venture with two other secondary schools and Cornwall College through the Atlantic Consortium.
- There have been some significant changes in the leadership of the college since the previous inspection with a new headteacher taking up her appointment in May 2011.
- The college meets the current government floor standards that set minimum expectations of students' attainment and progress.

What does the school need to do to improve further?

- Ensure all teachers are consistently using assessment information to assist them in matching learning activities to students' varying needs so that rapid progress is always made.
- Ensure all students make effective use of opportunities to reflect on their learning in order to identify clearly the next steps in their work that will help them to make the best possible progress.

Inspection judgements

The achievement of pupils **is outstanding**

- Attainment by the end of Year 11 is high and the college has a strong record in recent years of progress that is significantly better than that achieved in most schools. As a result of strong leadership and better teaching, progress in English and mathematics has improved significantly and attainment rose to above national figures in 2012. Inspection evidence and the college's own data indicate that this improvement is set to continue and students are learning exceptionally well.
- In the very large majority of lessons observed, students sustained their concentration most effectively. They responded particularly well to varied activities that were carefully designed to build their knowledge and understanding step by step. Relationships with staff were very good and behaviour frequently outstanding.
- Disabled students and those with special educational needs make similar progress to their peers. This is because their needs are carefully identified and additional support is provided where needed. For example, a group of Year 7 students is receiving additional teaching to help them with the sounds letters make. This is having a very positive impact on their skills in reading.
- Students who join the college at other than the usual time in Year 7 are carefully monitored and supported where necessary. As a result, their achievement is similar to that of their classmates.
- The college has been very successful in closing the gaps in attainment between certain groups of students and their peers. For example, those known to be eligible for the pupil premium achieved a little better than the Year 11 group as a whole in 2012, a much better performance than found nationally. The college's commitment to equality of opportunity is very strong.
- The success rates achieved by sixth form students are high and above average numbers stay on into Year 13. This reflects the way the curriculum is adjusted to meet individual needs. Alongside the new approach to tracking progress, improving teaching and a sharp focus on subjects where students have been less successful, explain the steady improvement in progress. In 2012, for the first time, there was a 100% pass rate at A level.

The quality of teaching **is outstanding**

- The determined efforts of the headteacher and senior staff to secure the best possible teaching have resulted in significant improvement from the teaching that was found to be good at the previous inspection.
- Teachers' subject knowledge is strong and used very well to prompt students to think. Questioning is deployed very well to check understanding and adjust learning during lessons as appropriate in order to maintain rapid progress.
- Enthusiastic and confident teachers use subject-specific vocabulary very effectively and expect their students to do the same. For example, in a Year 9 English lesson on 'creating and exploring tension', the teacher carefully ensured secure knowledge of key words before proceeding. Highly effective links were made with previous learning that could be applied to the new context. Students' responses were exemplary.
- Teachers use assessment information very well to design activities that meet the varying needs of their students. The Group Raising Attainment Plans focus teachers' attentions on the needs of individuals well. A few teachers are less assured and do not make the best use of their knowledge of students' attainment to pitch activities to best effect. This can slow learning, although students' positive attitudes mean that the students usually stay focused.
- High quality marking indicates clearly how students might improve. Time is provided for students to consider for themselves what they might do next to improve. Some exceptional

examples were observed. For example, in English, students applied their ideas in a subsequent piece of work and then reflected further on how successful this has been. However, occasionally students' reflections are too general and time is not used efficiently in identifying clearly the next steps in learning.

- Teaching makes a very positive contribution to students' spiritual, moral, social and cultural development, particularly in supporting students in reflecting, working well together and listening carefully to others.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the college is outstanding. Students enjoy, and help to create, the warm and friendly atmosphere that characterises the college and this contributes to the exemplary behaviour around the extensive site that was noted by inspectors. One student commented that the college is like 'one big happy family'.
- Students report that bullying is rare and instances, mostly name calling, are tackled effectively by the staff. The college's behaviour records confirm this picture and show that any misbehaviour is dealt with effectively. Students are very well informed about contemporary issues, such as cyber bullying and the dangers that might be encountered online.
- Students in need of a little extra help are very well cared for and the college's Effective Learning Centre provides strong support. The college makes good use of the support of other agencies as appropriate. Provision for students with disabilities or with special educational needs is outstanding.
- Attendance is broadly average and improving steadily as a result of the college's vigorous action to promote its importance and close cooperation with parent support and education welfare staff as necessary.
- The College Council is well organised and led by students themselves. It provides a good forum for students to contribute their views and ideas. Tutor groups containing students from each year group make a very positive contribution to the happy college community.
- Almost all of the parents and carers who completed the Parent View survey, and of those who responded to the college's questionnaire, think that their children feel safe at school. The vast majority are positive about the standard of behaviour. Inspection evidence supports these positive views.

The leadership and management are outstanding

- The leadership of the college is exceptional. The headteacher, supported by senior staff, has an uncompromising vision for the development of the college for the benefit of its students, that is widely shared. She has created a very strong senior team through careful and additional appointments, and secured strong leadership for the core subjects of English, mathematics and science.
- Monitoring and evaluation are highly effective. Systematic reviews often involve external experts who contribute to a rigorous programme that includes classroom observations and scrutinies of students' work as well as gathering students' views. A notable strength is the way these reviews lead to action for improvement. Such actions are sharply focused in a college improvement plan of high quality.
- Performance management is robust and fully integrated with wider college priorities, salary progression and the professional development of staff. Good use is made of the Teachers' Standards to identify strengths in teaching clearly and these are shared through weekly professional development sessions. Any aspects in need of development are rigorously pursued to secure improvement.
- There are high expectations of the staff's engagement in their own learning and a wealth of opportunities are available, including discretionary awards, master's studies and leadership

development courses. Staff rise to the challenges set very impressively.

- The exceptional curriculum makes a powerful contribution to the college's success through an excellent blend of student choice and careful guidance. Carefully considered use is made of off-site provision where appropriate, as well as special days to pursue a particular focus. The business and enterprise specialism has played a significant role in the development of the rich provision. Spiritual, moral, social and cultural development is promoted very well. Students are well prepared for life in modern democratic Britain and benefit from the college's links with schools overseas. The college vigorously tackles discrimination in a way that promotes tolerance and harmony.
- The college has an excellent range of partnerships with other establishments, such as the University of Plymouth and the Royal Shakespeare Company, and through organisations like the Atlantic Consortium. The partnership with parents and carers is strong. Almost all responding to the Parent View survey would recommend the college to other parents and carers.
- The local authority provides light touch support for this outstanding college. The college has a service level agreement through which it secures important services, including its college improvement partner.
- **The governance of the school:**
 - the governing body is exceptionally effective in fulfilling its role of holding school leaders to account for the performance of the college
 - governors are closely involved in self-evaluation procedures, ask penetrating questions and expect and receive regular reports and presentations from staff to inform their strategic decision making.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112038
Local authority	Cornwall
Inspection number	395675

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	928
Of which, number on roll in sixth form	184
Appropriate authority	The governing body
Chair	Theresa Frost
Headteacher	Karen Ross
Date of previous school inspection	21–22 January 2009
Telephone number	01637 872076
Fax number	01637 876026
Email address	office@treviglas.cornwall.sch.uk

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