

# Eggbuckland Community College

Westcott Close, Eggbuckland, Plymouth, PL6 5YB

## Inspection dates

12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The achievement of students has risen to be at least in line with national figures, and higher in some aspects, because the quality of teaching has improved.
- Disabled students, those with special educational needs and those with hearing impairment are supported well and make good progress.
- The achievement of those students known to be eligible for free school meals and others supported by additional funding has improved and is now as good as that of other students in the school.
- Senior leaders and most subject leaders keep a close check on students' progress and swift actions are taken when necessary.
- The college Principal works relentlessly to improve the college. She is supported well by other leaders and by the governing body. All have an accurate view of the college's strengths and priorities for further improvement.
- Senior leaders check the quality of teaching constantly and take actions, most of which are effective, if they judge it is not good enough. In some cases, these actions have yet to have the full impact expected.
- The sixth form is good. The achievement of students in the sixth form is improving rapidly because of highly effective leadership and improvements in the quality of teaching.

### It is not yet an outstanding school because

- In a minority of subjects, the quality of teaching and students' progress are not as good as that in other subject areas.
- The attendance of a small number of students is not good enough and this inhibits their progress and achievement.

## Information about this inspection

- Inspectors observed parts of 59 lessons, 14 jointly with the Principal or another senior leader. Inspectors also conducted a number of student pursuits, following individuals and small groups of students over a sequence of lessons, including those students attached to the designated resource base for students with hearing impairment. In lessons, inspectors looked at students' work and discussed their progress with them.
- Inspectors held meetings with four groups of students. They also used lunchtimes and break times to hold informal discussions with many other students around the college.
- Inspectors held meetings with members of the senior leadership team, middle leaders, and four members of the governing body, including the Chair.
- These meetings included discussions about college policies and procedures, the analysis of data and documented information, and records provided by the college, including records of the monitoring of the quality of teaching and the tracking of students' progress. The lead inspector worked with the Principal and Vice Principals to analyse the college's data on the progress being made currently by students across the school, including those in different groups, such as those supported through the pupil premium, those with special educational needs and those in the designated resource base.
- Discussions with senior leaders and with the governing body included the college's self-evaluation and improvement planning.
- Inspectors took account of the 27 responses to the online Parent View survey as well as the college's own regular surveys of the views of parents and students. The college did not ask staff to complete the staff questionnaire, but inspectors gathered their views through formal and informal discussions.

## Inspection team

James Sage, Lead inspector

Her Majesty's Inspector

Peter Clifton

Additional Inspector

Teresa Gilpin

Additional Inspector

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Additional Inspector

Deborah Wring

Additional Inspector

## Full report

### Information about this school

- Eggbuckland Community College is a larger than average-sized secondary school.
- The proportion of disabled students and those with special educational needs supported at school action is higher than average. The proportion supported at school action plus, or with a statement of special educational needs, is lower than average.
- There is a designated resource base for students with hearing impairment in the college; currently there are nine students attached to the base. These students attend all of their lessons in the main school.
- The overall proportion of students known to be eligible for the pupil premium (additional government funding for children looked after by the local authority, those eligible for free school meals and children whose parents are currently serving in the armed forces) is average. However, a significant number of students have a parent serving in the armed forces.
- The college is part of the Plymouth Learning Trust, comprising 16 secondary schools in Plymouth, and The Link Partnership, a consortium of five schools, both providing a broad range of curriculum options at Key Stage 4 and in the sixth form.
- The college is part of a Cooperative Trust with its six partner primary schools.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Ensure that students' progress and teaching are consistently at least good in all subject areas by:
  - setting clear minimum expectations for all teachers and lessons
  - ensuring that all lessons challenge all students, including the most able and those that need additional support, to achieve as well as they can
  - ensuring that all teachers plan and use opportunities to develop students' skills in writing, reading, communication and mathematics
  - improve the quality of teachers' marking and feedback to students about their work in all subjects to be as good as that in the best
  - improving teachers' use of questioning to provide opportunities for all students to be involved in discussions, to probe understanding and track students' progress, and to develop key teaching points
  - providing opportunities in more lessons for students to develop greater independence and take more responsibility for their work.
- Improve further the attendance of the small number of students who are persistently absent so that they are able to make more rapid progress.

## Inspection judgements

### The achievement of pupils

**is good**

- Students enter the college with attainment that is generally below average, significantly so for those currently in Key Stage 3. By the end of their time in the college, the attainment of many students is well above the national average. There has been a significant improvement in students' attainment over three years.
- The proportions of students making the progress expected in English, mathematics and many other subjects are in line with, or above, the national figures. However, for the previous and current Year 11, the proportions making better than expected progress in English and mathematics are low. Close analysis of the college's own data and evidence from lesson observations show that this is improving rapidly. Many students currently in Year 9 are well on track to make at least good progress in a wide range of subjects, including in English and mathematics, with the proportions exceeding expected progress often above national levels.
- In a small minority of subjects, such as geography and history, students are not making as much progress as they could because the quality of teaching is inconsistent and students do not always receive high quality feedback on their progress.
- Disabled students and those with special educational needs are supported very well and make good progress. Particular attention is given to developing their skills in literacy and numeracy. Students with hearing impairment are often integrated well into lessons. Teachers work well with trained support staff and take care to ensure these students understand the work and make good progress. In some classrooms, there are good resources to support the learning of these students.
- Those students known to be eligible for free school meals now do well. The examination results in English and mathematics for those who completed Year 11 last year were not as good as those of other students. However, this is improving rapidly so that this group of students is now making as much progress as others and is well on track to do as well in examinations. There are no significant differences between the achievements of students who are looked after or those from service families, and other students in the college.
- The achievement of students in the sixth form is improving rapidly. Those currently in the sixth form are on track to achieve well.

### The quality of teaching

**is good**

- Inspectors agreed with the college's evaluation of the quality of teaching. Teaching in most subjects, including in English and mathematics, is mostly good and a small amount is outstanding.
- Where teaching is best, as observed in some lessons in art, English, French and science, students work with enthusiasm and contribute well because the teaching is lively and engaging. In some mathematics lessons students are carefully taken through a series of steps to ensure they fully understand the topic being covered. These teachers use questioning well to involve all students, to probe understanding and to develop key teaching points. In art, for example, very good use is made of self- and peer-assessment and critiques of each other's work support the teacher's assessment to ensure that students are clear about how to improve their work.
- Good teaching is often prevented from being outstanding because the work does not sufficiently challenge the most able students or, in a small number of cases, support those students that need the most help. Opportunities to develop students' skills in reading, writing, communication and/or numeracy are not planned carefully enough or opportunities are not taken. Although questioning is used widely, it is not directed carefully to involve all students and other students are not invited to comment on or develop others' responses. Paired and group work is not used often or well enough to develop students' skills in independent and collaborative learning or to promote good discussions. All of these features are more pronounced in the minority of lessons

that are not yet good enough.

- The college has introduced a good system for providing students with regular feedback on their progress towards their targets. This is used in all subjects, although better and more frequently in some. Some teachers' comments do not provide clear guidance on the 'next steps'. Students' responses to the teachers' comments vary in quality. Other than at these fixed points, there is significant variation in the quality of marking and feedback to students. There are examples of excellent practice in some subjects, but much is not as good. There is also insufficient clarity about how teachers should provide feedback to students on the quality of their written work.
- Teaching in the sixth form is mostly good and some is outstanding; this represents significant and rapid improvement from the last inspection.

### **The behaviour and safety of pupils** are good

- Attitudes to learning and the behaviour of students are good, and sometimes exemplary. They are courteous and well-mannered and move around the large college site with a sense of purpose to arrive at lessons promptly, ready to start learning. Students respond well to good and better teaching and usually try their best even when the teaching is not as good. Most teachers promote good behaviour so that they rarely need to use the college's behaviour procedures. The occasional incidents of low-level disruption are dealt with well.
- Students feel very safe; their views are supported by those of parents and staff. They have a good understanding of the various forms of bullying, although bullying is uncommon and students are confident that any incidents are dealt with swiftly and effectively.
- Attendance is improving, but is not yet high enough. The attendance of a small group of students is not good enough. The college is working extremely hard to improve attendance, with some marked success. It is sensitive to those students who have a parent in the armed forces and the desire to spend time with them when they are on leave, while stressing the importance of being in school to achieve well.
- Students are highly appreciative of the wide range of activities and events the college provides and many participate enthusiastically; they are rightfully proud of their world record for the Macarena. During the inspection, two very large events involving many other schools – the Devon junior table tennis championships and a drama performance and workshop for 200 primary school pupils – ran extremely smoothly and are testament to students' behaviour and attitudes. Students are also very enthusiastic about the wide range of creative and performing arts events.
- Students' views are taken very seriously by senior leaders, including their views on the quality of teaching. The Principal interviews all Year 11 students each year, and this is valued highly by these students.

### **The leadership and management** are good

- The Principal has a clear vision for the college. She is relentless in driving improvement and uses a highly systematic and thorough approach to ensuring that improvements become fully embedded across the school. As a result, the college is improving steadily and rapidly in some aspects, but she knows that there is still some way to go. The Principal is supported well by other senior leaders, by most middle leaders and by the governing body. All have an accurate view of the college's strengths and the priorities for further improvement.
- The college's systems and procedures are focused well on improving the quality of teaching and students' achievement. There is a robust system for tracking students' progress, supported well by good systems in most subjects. Interventions to deal with underachievement are thorough with good involvement of the 'house leaders'.
- The quality of teaching is monitored constantly, not just through observations of lessons, but through analysis of students' progress. Senior leaders are clear that more teaching needs to be outstanding and are aware of areas where practice is less effective. Middle leaders are held to

account well.

- There is a clear 'line of sight' from the excellent leadership provided by the new director of post-16, through improvements in teaching to the marked improvements in the progress being made by students in the sixth form.
- Good procedures are in place for the professional development of teachers; these are focused tightly on those aspects of teaching that require improvement. Individual teachers are provided with targeted training and, for those that need it, good support. The performance management of teachers is rigorous. There are clear links between teachers moving to the upper pay spine and the quality of their teaching and the achievement of the students they teach.
- The curriculum in Key Stages 3, 4 and the sixth form meets the needs and aspirations of students well, provides a good range of options and fully prepares them for the next stages in their education, training or employment. Those in Key Stage 4 are provided with three alternative pathways and excellent guidance to ensure they follow that most appropriate for their needs. Creative and performing arts subjects work well with others to provide a strong creative element to the curriculum and a range of stimulating opportunities. The partnerships with other schools and with Further Education colleges provide a very good breadth of opportunities, including in the sixth form. Students are provided with good quality careers information, advice and guidance to help them make well-informed choices. For those in the sixth form, there are also good links with local higher education providers.
- The college makes very good use of other partnerships; for example, in supporting those students who are most vulnerable and those with particular needs. Senior leaders and governors work extremely hard to reach all parents; this has had notable success in the high proportion that now attends student progress review events and the increasing proportion making use of the college's on-line systems.
- There is a well-planned and good approach to the development of students' spiritual, moral, social and cultural understanding that permeates the curriculum and much of the life of the college.
- The additional funding the college receives through the pupil premium is used well. Focused support to improve the literacy and numeracy skills of those students entering the college who need it most and smaller classes in English and mathematics ensure that these students make good progress throughout the college and achieve well. Particular attention is given to many students currently in Year 8 whose attainment on entry to the college was particularly low. The achievement of those students known to be eligible for free school meals is rising rapidly and any gaps between their achievement and other students have been closed. Other students supported by the pupil premium also achieve as well as other students in the college. The college's family support worker is used effectively to liaise with families that require particular help, for example in improving attendance. The good achievement of all groups demonstrates the effectiveness of the college's promotion of equal opportunities.
- Procedures for safeguarding meet all current requirements. The frequent monitoring of policies and their impact by governors is an example of very good practice.
- **The governance of the school:**
  - The governing body is fully involved in the college self-evaluation and has a clear view of the strengths of the college and what needs to be improved, based on a secure understanding of the analysis of students' achievement and of the quality of teaching. It holds the college's senior leaders to account well and provides good support. Governors are well informed about how teachers moving to the upper pay spine relates to the quality of their teaching and the achievements of their students. The governing body understands the purpose of additional funding through the pupil premium and is involved in determining how it is spent and how the impact on students' achievement is monitored. Governors ensure the efficient management of financial and other resources and the governing body fulfils all of its statutory requirements, including those relating to safeguarding and child protection.

## 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

<b>Unique reference number</b>	113542
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	401377

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1256
<b>Of which, number on roll in sixth form</b>	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Wharton
<b>Principal</b>	Katrina Borowski
<b>Date of previous school inspection</b>	28 April 2010
<b>Telephone number</b>	01752 779061
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