

Callington Community College

Launceston Road, Callington, PL17 7DR

Inspection dates 18–19 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Governance at the college is inadequate. Governors do not understand, or carry out, their statutory duties.
- Governors have failed to respond with any sense of urgency following the serious safeguarding concerns raised during the inspection of the college in January 2015.
- Safeguarding arrangements do not meet statutory requirements.
- Standards across the college have declined since the previous full inspection in 2012. Leaders during this period failed to recognise and halt this decline.
- Students' current achievement requires improvement. Their literacy and numeracy skills are not consistently well developed.
- The marking and feedback teachers provide to students fail to inform them of what they need to do to improve. Too often, teachers fail to mark books according to the college's policy.
- Teachers' expectations of what students are able to achieve are too low. They do not use information about students' attainment to plan opportunities for them to make good progress. The most-able students, in particular, do not achieve well enough.
- Students are usually polite and courteous. However, they do not receive enough encouragement to develop an enthusiasm for their subjects. Work is poorly presented.
- The sixth form requires improvement. The progress students make across subjects in Year 13 is too variable.
- Middle leaders' monitoring and evaluation of their departments lack rigour. Monitoring activities do not focus on students' learning. Leaders do not pay enough attention to the impact teaching has on the progress students make.

The school has the following strengths

- The recently appointed Principal has a very clear understanding of the college's strengths and areas in need of urgent improvement.
- The Principal, along with senior leaders, has implemented many new and appropriate initiatives, policies and practice designed to improve the quality of education provided by the college and begin to address the safeguarding concerns.

Information about this inspection

- Inspectors observed 36 lessons. Ten of these observations were conducted jointly with senior leaders.
- Meetings were held with the Principal, senior and middle leaders, groups of students and members of the governing body. Telephone conversations were held with the Executive Principal and the Local Authority Designated Officer for Safeguarding.
- Inspectors scrutinised a wide range of documentation, including information on students' achievement, the college's self-evaluation, minutes of meetings, and records relating to the monitoring of teaching, behaviour and safety, and the safeguarding of students.
- Inspectors took account of 134 responses to the online Parent View survey and 44 staff questionnaire returns. Written responses from parents were also considered.

Inspection team

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Her Majesty's Inspector

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Elizabeth Stiddard

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Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Callington Community College is a larger-than-average secondary school.
- The current Principal took up post in 2014.
- The Learning Institute South West, which provides Initial Teacher Education, is based on the site. This provision is overseen by the Executive Principal, who was the previous Principal of the college. This provision was not inspected as part of this inspection.
- The college was inspected in January 2015 following concerns regarding the effectiveness of safeguarding arrangements. This inspection was carried out under section 8 of the Education Act. As a result of this inspection the Education Funding Agency and a representative of the Regional Schools Commissioner's office carried out separate reviews into governance and other aspects of leadership and management at the college.
- Inspectors were aware during this inspection that a serious incident which occurred at the setting since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.
- Most students are White British. The proportion of students eligible for pupil premium funding is lower than average. This is additional government funding to support students known to be eligible for free school meals and those in local authority care.
- The proportion of disabled students and those who have special educational needs is below the national average.
- The college meets the government's floor standards, which set the minimum expectations for students' attainment and progress.
- A very small number of students access some of their education at the Acorn Academy.

What does the school need to do to improve further?

- Urgently improve the quality of governance at the college by ensuring that governors:
 - take immediate action to carry out their statutory duties with regard to monitoring and evaluating the quality of safeguarding practice across the college
 - rigorously challenge leaders to improve the college's performance
 - immediately implement recommendations from the external review of governance.
- Improve the quality of leadership and management by ensuring:
 - middle leaders rigorously monitor, evaluate and improve the quality of teaching and achievement in their departments
 - students further develop their understanding of people from different faiths and backgrounds in modern Britain.
- Improve the quality of teaching by ensuring teachers:
 - use information on students' attainment to plan learning which appropriately supports and challenges them
 - check students' learning during lessons and adapt their teaching to accelerate the progress students make
 - demand high-quality presentation of work from all students
 - provide students with effective feedback so that they know what they have done well and what they need to do to improve

- ensure students improve their work as a result of the feedback provided.
 - Raise achievement by ensuring that teachers:
 - have the highest expectations of what students are able to achieve
 - develop a consistent approach to improving students' literacy and numeracy skills across subjects.
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Inspection judgements

The leadership and management are inadequate

- Governance at the academy is inadequate. Governors are not aware of their statutory duties and, as a result, do not perform these duties. Despite the serious safeguarding concerns raised at the Ofsted inspection in January 2015, governors have failed to respond to the recommendations made. Safeguarding arrangements at the college do not meet statutory requirements. Over time, senior leaders and governors have not acted with sufficient urgency or rigour to investigate allegations against individual staff. Governors have been too slow to prioritise the welfare of students and create a culture of effective safeguarding practice.
- Standards of achievement and the quality of teaching have declined since the college's previous full inspection in 2012. Leaders during this time, including governors and the Executive Principal, failed to recognise and halt this decline. Governors are over-reliant on information from senior leaders. They have very little understanding of the college's current performance and how its performance compares with that of other schools nationally. Governors are unsure how extra funding is deployed and the impact it has on raising achievement for eligible students. They do not understand how targets for teachers are set and fail in their duty to hold leaders and teachers to account for their performance.
- Since his arrival, the Principal has quickly gained a clear understanding of the college's strengths and areas that are in need of urgent improvement. He communicates higher expectations to staff and students and has clear plans in place to raise standards quickly. The Principal is supported well by senior leaders and, together, they have implemented initiatives to raise achievement and improve the quality of teaching. Many of these initiatives are in their infancy and will take time to show impact.
- Teachers receive regular training to improve their practice. During joint observations, leaders' analysis of teaching was found to be in line with inspectors. However, the college's view of the day-to-day quality of teaching is too generous. Leaders do not pay enough attention to the impact teaching has on students' achievement.
- Middle leaders carry out regular monitoring activities within their departments. The records of these monitoring activities, however, lack rigour and do not provide convincing evidence to support middle leaders' positive view of the quality of students' work. Subject leaders do not challenge teachers sufficiently or follow up on the quality of teachers' marking and feedback in each department.
- Inspectors strongly recommend that the college should not seek to appoint newly qualified teachers.
- Senior leaders are strengthening the process in place to manage teachers' performance. They recognise the need to evaluate what teaching is typically like, by taking account of a full range of evidence, including observations of teaching, the quality of work in books and achievement information. Governors, however, have little awareness of their role in this process.
- Disadvantaged students have not achieved as well as their peers in recent years. The Principal has raised the profile of this group across the college. As a result, staff now understand the needs of individual students. Extra funding has recently begun to improve the performance of this group. However, governors are not aware of how and why this funding is allocated or the difference it makes. They cannot therefore demonstrate whether it provides good value or challenge school leaders to direct its use more effectively.
- The range of subjects students study is broad and balanced. An appropriate mix of academic courses and work-related courses is available. Regular, and helpful, careers guidance enables students to choose appropriate courses which link to their aspirations and interests. A wide range of sporting, cultural and academic opportunities is available outside of college time. Students' spiritual, moral, social and cultural education is less well developed as they have a limited understanding of people whose backgrounds and beliefs differ to their own. The college has implemented recent initiatives to raise students' awareness in this area, to deepen students' understanding of people's rights, and to eliminate discrimination.
- Leaders closely monitor the progress, attendance and behaviour of students attending alternative provision.
- The college receives significant, regular support from the Local Authority Designated Officer to rectify the inadequacy of safeguarding arrangements. A school improvement partner provides accurate reports on the college's performance and key areas in need of improvement. Governors, however, are not aware of the school improvement partner's assessment of the quality of education provided at the college.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of students requires improvement.
- Students are compliant in lessons, but do not take an active interest in their learning. They receive too little encouragement to explore and deepen their understanding of, and enthusiasm for, different subjects.
- Students arrive on time for lessons, wear their uniform well and bring the correct equipment. However, the work they produce is often poorly presented and shows a lack of care and attention. Teachers' expectations are not high enough. Students do not take enough pride in, or value, their work.
- Students conduct themselves well around the college. They are usually pleasant and polite. The college is a calm place at break and lunch times. Students take good care of their college and its environment.
- The proportion of students who are excluded from college is low. Students indicate that low-level disruption in lessons is not common; inspectors agree with this view; very little off-task behaviour was seen during the inspection. Records confirm that poor behaviour is infrequent. Where off-task behaviour does happen, this is usually because teaching does not capture students' interest.
- A small minority of staff who completed the staff questionnaire do not feel that students' behaviour is well managed. The large majority of parents who responded to the online survey feel that the college ensures its students are well behaved.

Safety

- The school's work to keep pupils safe and secure is inadequate.
- As a result of governors not fulfilling their statutory safeguarding duties, not enough is being done to ensure students are safe. Governors are failing in their duty to monitor and evaluate the recent safeguarding initiatives implemented by the Principal to ascertain if they are effective.
- Students have an improving understanding of different types of bullying and discrimination as a result of recent sessions and presentations. This has raised their awareness, for example, of the inappropriateness of homophobic language. Students are confident that bullying is dealt with effectively by college leaders should an incident occur.
- Students know how to keep themselves safe when using the internet. They have a good awareness of steps that they should take to protect their identity. Systems are in place to enable students to report any suspicious activity when using the internet; students fully understand how this system works.
- Despite robust systems and processes being in place to monitor attendance and to work closely with those families whose children do not come to school regularly, attendance remains average. The proportion of students who are persistently absent from school is too high.
- The college liaises regularly with students who attend alternative provision. They ensure that these students attend regularly, behave well and feel safe.

The quality of teaching

requires improvement

- Teachers' expectations of the quality and quantity of students' work are too low. Students are capable of much more, but they are not sufficiently challenged to achieve their best.
- Teachers do not plan lessons well enough to ensure adequate support for some students or sufficient challenge for others. They fail to challenge the most-able students, in particular, to think deeply about their learning. Too often these students complete routine questions and, if they finish, get more work of a similar level. This limits the progress that they are able to make.
- During lessons, teachers do not always assess how well students are progressing and their understanding of the work they are completing. This means that some students are not moved on to more-challenging work quickly enough. Teachers do not ask searching questions to probe and deepen students' understanding of key concepts and ideas.
- Not all teachers follow the college's marking policy. Feedback to students is infrequent and, sometimes, non-existent. When feedback is provided, students are not routinely encouraged to improve their work. While students are aware of their target grades, they do not have a well-developed understanding of what they need to do to improve their work further and to reach higher levels.
- Students' literacy, mathematical and reading skills are not sufficiently developed across subjects beyond English and mathematics. There are too few opportunities for them to complete extended pieces of writing, to consolidate and develop their writing skills.
- Some good teaching exists at the college, particularly in art, drama and photography. Teachers in these subjects exhibit enthusiasm for their subject, which students recognise motivates and excites them to learn. These teachers have high expectations and the quality of work that students produce is of a high

standard. Students achieve very well in these areas.

- Working relationships between students and teachers are usually positive. Students follow their teachers' instructions quickly and they work sensibly on their own and in groups.
- Learning support assistants provide helpful support to students both inside and outside of the classroom. Students respond well to this support.

The achievement of pupils

requires improvement

- Students' achievement has declined since the previous full Ofsted inspection in 2012. Students enter the college with levels of attainment that are broadly in line with national averages. Year 11 students in 2014, however, entered the college with levels of attainment significantly below their peers nationally. The proportion of students who leave the college at the end of Year 11 with five or more GCSEs grades A* to C, including English and mathematics, remains average.
- Students do not make enough progress in all year groups in subjects such as English, science, modern foreign languages and humanities. The college's senior leaders now recognise this and have recently begun to set students more challenging targets, aimed at securing good progress for all. The information provided by the college on students' current achievement in Year 11 indicates that some improvements are predicted this year. However, the quality of work seen in books shows that not enough students are yet making good progress across all year groups and subjects.
- Students achieve well in mathematics, art, photography and drama. They consistently make good progress and some even better than this in these subjects. Teachers' high expectations permeate these subjects and show what students are able to achieve if they are suitably challenged and encouraged to do their best.
- Disadvantaged students have not achieved as well as their peers nationally or within the college in recent years. In 2014, disadvantaged Year 11 students left the college just over a grade behind their peers nationally and within the college in English and mathematics. The Principal has instigated a more-rigorous approach to help this group of students, with teachers expected to provide extra, individualised support where necessary. The achievement of current students at the college indicates that the gaps are narrowing between them and their peers.
- Disabled students, those with special educational needs and those who enter the college with low levels of literacy receive effective extra support to improve their literacy levels. Students who access this support achieve well in these sessions. However, this progress is not maintained in lessons as there is no clear understanding across all subjects of how to improve students' basic skills in literacy and numeracy.
- The most able students do not achieve well enough. Teachers do not routinely provide challenging enough activities for them. They have limited opportunities to explore, probe and deepen their conceptual understanding of what they study. The college has altered its policy of entering all students early for their GCSE mathematics examinations as this has prevented some students from attaining the higher grades of A* and A in the past.
- Students who attend some of their education at alternative providers are placed on appropriate courses. They achieve similarly to other students in the college given their starting points.

The sixth form provision

requires improvement

- Achievement across a wide range of subjects in the sixth form is too variable. Although students achieve well in many subjects, particularly photography, media studies, health and social care and drama, their progress across all areas is not consistently good. The most-able students do not make enough progress. There are signs of improvement in Year 12, however, as a result of better teaching.
- Students speak fondly of the sixth form and indicate that their teachers provide them with helpful individual support when needed. Teachers and students have strong working relationships and students exhibit positive attitudes to their learning. Teaching does not, though, provide students with enough opportunities to think as deeply about their learning as is necessary at A-level standard. This limits the progress that some students make.
- The advice and guidance students receive prior to commencing their sixth form courses is effective in ensuring that they are on appropriate courses. Retention rates are lower than national figures, but this is because some students take a one-year course in the sixth form and then are guided to progress to an appropriate two-year course elsewhere. Students are supported well to apply to higher education institutions; a growing number, including disadvantaged students, are successful in securing places at prestigious universities.

- Students who enter the sixth form without a GCSE grade C in English and/or mathematics re-take these examinations. However, their success rates are too low.
- Students engage in a wide range of non-qualification opportunities. This includes work experience and sessions to develop their understanding of key political issues. They have a limited understanding, however, of different cultures and beliefs in modern Britain.
- Leaders are paying closer attention to the quality of teaching in the sixth form and provide regular training for teachers to improve their practice. They acknowledge there is more to do, but have clear plans and processes in place to ensure the quality of teaching continues to improve and remains a key focus.

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	136596
Local authority	Cornwall
Inspection number	462676

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy converter
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	1,402
Of which, number on roll in sixth form	237
Appropriate authority	The governing body
Chair	Mark Duddridge
Principal	Sean Morris
Date of previous school inspection	31 January–1 February 2012
Telephone number	01579 383292
Fax number	01579 383562
Email address	enquiries@callingtoncc.net

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