

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



21 December 2015

Sean Morris  
Principal  
Callington Community College  
Launceston Road  
Callington  
Cornwall  
PL17 7DR

Dear Mr Morris

### **Special measures monitoring inspection of Callington Community College**

Following my visit with Iain Freeland and Justine Hocking, Ofsted Inspectors, to your academy on 15 and 16 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's previous monitoring inspection.

The inspection was the second monitoring inspection since the academy became subject to special measures following the inspection which took place in March 2015. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

### **Leaders and managers are not taking effective action towards the removal of special measures.**

Having considered all the evidence, I recommend that the academy may seek to appoint newly qualified teachers before the next monitoring inspection (no more than two, and to different subject departments).

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Board, the Regional Schools Commissioner and the Director of Children's Services for Cornwall and as below.

Yours sincerely

Lee Northern  
**Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – (including where a school is an academy)
- For the Secretary of State use the following email address:  
[CausingConcern.SCHOOLS@education.gsi.gov.uk](mailto:CausingConcern.SCHOOLS@education.gsi.gov.uk)
- Contractor providing support services on behalf of the local authority - where appropriate
- Diocese – for voluntary aided and voluntary controlled schools
- The Education Funding Agency (EFA) if the school has a sixth form
- The Education Funding Agency (EFA) [hns.efa@education.gsi.gov.uk](mailto:hns.efa@education.gsi.gov.uk) [if the school is a non-maintained special school]
- Department for Education [if the school is a non-maintained special school]  
[\[registration.enquiries@education.gsi.gov.uk\]](mailto:registration.enquiries@education.gsi.gov.uk)
- For academies [[CausingConcern.SCHOOLS@education.gsi.gov.uk](mailto:CausingConcern.SCHOOLS@education.gsi.gov.uk)]
- For free schools, UTCs and studio schools [[open.FREESCHOOLS@education.gsi.gov.uk](mailto:open.FREESCHOOLS@education.gsi.gov.uk)] -
- The person or body responsible for appointing foundation governors if the school has a foundation
- The lead and team inspectors.

## **Annex**

### **The areas for improvement identified during the inspection which took place in March 2015**

- 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.

## **Report on the second monitoring inspection on 15-16 December 2015**

### **Evidence**

During the inspection, inspectors met with the Principal and with other members of the college's leadership team. The lead inspector met with a group of governors including the Chair of the Governing Board, and with the Principal of Ivybridge Community College. Telephone conversations were also held with the college improvement partner and with representatives from the local authority. Inspectors held discussions with groups of pupils from all year groups and talked with other pupils at various times in lessons and around the college.

Inspectors observed teaching and learning in a range of lessons, where they also looked at examples of work. They made several visits to lessons alongside members of the college's leadership team. Inspectors scrutinised a range of documentation, including records of the checks on teaching and minutes of the governing board and sub-committee meetings. They checked a wide range of information about safety and safeguarding, including the single central record of checks on staff recruitment. Inspectors looked at behaviour and attendance records as well as at policy documentation, and at examples of the college's work to support vulnerable children and those children who may be at risk.

### **Context**

Since the previous monitoring inspection, two members of the senior leadership team have stepped down from their posts. One staff governor has resigned and has been replaced, and an additional governor, who is a National Leader of Governance, has been appointed. A number of new staff, including three new curriculum leaders, have started at the college since the previous monitoring inspection.

### **The effectiveness of leadership and management**

Leaders and governors at the college are doing many of the right things, but with not enough urgency to bring about more rapid and sustained improvement. Since the inspection some nine months earlier, there remains too little impact on aspects of the college's work that are most in need of improvement. Too little has been done to address weaknesses in the culture of safety, pupil welfare and safeguarding. These are the reasons why, at this inspection, inspectors judge that leaders are not yet taking effective action towards the removal of special measures.

There remains too little clarity in expectations of pupils' behaviour, their attitudes to work and their learning, and their conduct in lessons and around the college. Not all staff understand clearly enough their role in contributing to improvement. Many staff, in their survey responses, identified inconsistencies of approach and expectations as a key barrier to improving the ethos and culture at the college.

While leaders have established working groups to discuss the ways forward, these have not been translated rapidly enough into clearly defined expectations, priorities and actions.

One consequence of this is that only more serious behaviour referrals are typically recorded. This means leaders have an incomplete picture of pupils' behaviour and attitudes. They also hold a more positive view of the ethos and culture at the college than the experiences of pupils, and the first-hand evidence of inspectors, would indicate. Leaders – including governors – are not yet taking enough account of pupils' views when they evaluate how well the college is doing. This also limits their ability to plan for improvements to the curriculum, and to pupils' personal, social, health and economic education (PSHE).

Leaders have focused successfully on procedures and processes, but have not had the same success in understanding and tackling the wider issues affecting pupils' safety, welfare and well-being at the college. For example, the quality of record-keeping and follow-up of concerns relating to the most vulnerable children in the college are much improved; the single central register of staff recruitment checks is fully secure and regularly checked, including by governors; the procedures to manage allegations against staff have been significantly strengthened.

However, an external safeguarding review rightly noted that staff must focus less on systems and processes, and understand more clearly what the information gathered is telling them. There remain important gaps in leaders' efforts to achieve this: the recording of incidents of various types lacks a proper on-going evaluation; regular meetings with looked-after children go unrecorded; important records sometimes omit key details; training records, such as of staff permitted to use restraint or positive handling, were found to be incomplete and not checked carefully enough. Pupils themselves highlighted their concerns with members of staff using tools and machinery in design technology while not dressed safely to do so. There remains much to do before leaders' and governors' aspirations for pupils' safety, welfare and behaviour – and the wider ethos and culture at the college – are fully realised.

Nonetheless, in some other respects, the quality of governance is improving. Governors are providing a better level of scrutiny across many aspects of the college's work. They are more confident in challenging college leaders including, for example, about the provision for vulnerable pupils. However, governors rightly recognise that there is more to do. This includes, for example, ensuring that important policies are kept up to date.

## **Outcomes for pupils**

Overall, considering their starting points, pupils' achievement is broadly in line with that seen nationally. However, differences in attainment between disadvantaged pupils' and their peers are not being tackled quickly enough. While some strengths in

English and mathematics have been maintained, there is more work to do to accelerate pupils' progress in modern foreign languages and in science. In some subjects, pupils following a three-year programme at Key Stage 4 sit their examinations in Year 10. Leaders recognise this limits the achievement of some pupils, particularly the most able. In the sixth form, levels of achievement are broadly similar to those in previous years, and the small number of learners resitting GCSE English or mathematics are catered for well.

Not all teachers expect pupils to produce their best work. In some cases, teachers' praise is too easily earned. Where expectations are high, pupils take pride in their work and great care in its presentation. On the other hand, not all teachers insist that pupils take enough care and inspectors noted many examples of incomplete and untidy work in pupils' books. The feedback pupils receive about their work helps them to improve, although this is not yet consistently the case throughout the college.

### **Quality of teaching, learning and assessment**

There remains considerable variation in the quality of teaching across the college. Where pupils learn best there is a good level of challenge which deepens their understanding. Tasks and activities are well matched to pupils' needs and abilities. For example, in a catering course for pupils in Year 10, expectations and standards are consistently high. As a result, pupils following this course spend much of their time working at a professional standard. There is a good focus on developing pupils' literacy and numeracy skills throughout. In the sixth form, students learn best where they are encouraged to develop their ideas, reason through their answers and justify their thinking. Not enough teaching is yet of this quality. In some instances, tasks and activities are not challenging enough, or teaching does not have high enough expectations of what pupils are able to achieve. Sometimes, feedback in PSHE focuses on the features of the task being completed – for example, how to make a good poster - rather than emphasising the key issues being explored (for example, stereotyping and discrimination).

Leaders have developed new approaches to tackling weaker teaching. These are based around a programme of subject reviews, which use a good range of evidence to identify specific improvement points for subject development plans. However, these plans do not always focus sharply enough on teaching, or on holding staff to account for specific improvements to their classroom practice. Leaders are not yet involving staff from the partner school to support and challenge this process, or to validate its effectiveness.

Subject leaders are increasingly confident in supporting improvements to teaching and in using assessment information to raise achievement. For example, in English, leaders are improving the accuracy with which the assessment of pupils' work is

carried out. In design technology, leaders have developed an effective approach to checking the quality of pupils' work and learning in that subject over time.

### **Personal development, behaviour and welfare**

Leaders are not yet having enough impact on improving the ethos and culture of safety and good behaviour throughout the college. Too many pupils are not yet showing enough respect for others or their views. For example, younger pupils say they dislike the swearing they sometimes hear from older pupils, or the pushing and shoving that occasionally happens when corridors are crowded. They also say they wish staff would do more to put these things right. In the sixth form, learners are more positive about the opportunities they have and the guidance they receive. For example, they enjoy leading activities linked to the United Nations 'rights respecting school' project.

In some lessons, progress slows when poor behaviour gets in the way of learning and pupils say not all teachers manage this well. Some pupils respond inappropriately during class discussions about sensitive issues and teachers do not always challenge this effectively. In their survey responses, a small minority of pupils lack confidence in the college's approach to tackling bullying – a concern also shared by around one-fifth of parents who completed Parent View.

Attendance is rising, and is broadly in line with the national average. Leaders check patterns in attendance carefully and take effective action in response. Despite this, the attendance of disadvantaged pupils is notably lower than that of other pupils. Lateness to lessons is not always recorded consistently by staff.

### **External support**

The college is working in partnership with Ivybridge Community College in Devon. This partnership has helped with improvements to teaching and to subject leadership. This support has also had some mutual benefit and the college has shared its work in developing a new system for recording safeguarding concerns. Leaders from both schools are keen for more to be done. However, overall, this relationship has not yet had a good level of impact, particularly with regard to aspects of ethos and culture, safety and safeguarding.