

# Dawlish College

Elm Grove Road, Dawlish, Devon EX7 0BY

## Inspection dates

27–28 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, in a very short time, has transformed the quality of education at the school. Expectations of what students are able to achieve have risen significantly.
- Pupils, parents and staff are all aware that a new culture has taken hold. There is a strong sense of shared purpose and real enthusiasm for learning across the school.
- Pupils make good progress in all year groups and across most subjects.
- While the outcomes for disadvantaged pupils and those with special educational needs and/or disabilities (SEND) have improved, outcomes for disadvantaged pupils and boys in particular are not good enough.
- Teaching is well planned. As a result, most pupils gain new knowledge quickly. Teaching helps pupils consolidate their learning effectively and so they are increasingly able to remember and use ideas in each subject.
- Teachers assess pupils' work accurately. As a result, pupils know how they can improve. Nevertheless, some pupils, particularly boys, do not use this information well enough to improve their work.
- In some subjects, including mathematics, the quality of teaching is variable, and this has an impact on pupils' progress. However, leaders are working hard to ensure that the quality of teaching is consistently good in all lessons.
- Pupils are attentive in lessons. Their respectful relationships with teachers make a significant contribution to their learning.
- Pupils' behaviour in lessons and around the school is good. They are proud of their school, enjoy wearing their new uniforms and respect the school environment.
- Attendance is improving. Nevertheless, the attendance of disadvantaged pupils and those who are persistently absent is too low.
- Pupils are well prepared for their future roles as citizens in modern Britain. Leaders and governors have ensured that pupils' spiritual, moral, social and cultural development is supported well across the curriculum.
- Pupils are safe. Processes for managing safeguarding are robust.
- Governors have a good understanding of the school. They understand its strengths and areas in need of development.

## Full report

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

- Build on the successful measures the school has already taken to improve attendance to make sure that all groups of pupils, including disadvantaged pupils, attend school regularly and that persistent absence is rare.
- Accelerate the progress made by all pupils, especially boys and disadvantaged pupils, so that, from their starting points, they achieve at least as well as other pupils nationally by:
  - making sure that all teachers plan for and have the same high expectations of boys and disadvantaged pupils as for all others
  - developing a whole-school approach to literacy across the curriculum
  - improving standards of teaching in subjects where outcomes are weaker, to match the best provision in other subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is a committed and confident leader. She is passionate and determined and has significantly raised expectations regarding the quality of teaching and the achievement of pupils. She has the strong and enthusiastic support of the staff. Parents who responded to Parent View, the Ofsted questionnaire, praised the impact she has had on the school since her appointment less than a year ago.
- The majority of parents who responded to Parent View said that they strongly agreed or agreed that they would recommend the school to other parents.
- Senior leaders work well as a team. They have an accurate view of the school's strengths and the areas needing further development. High-quality plans are in place to bring about further improvements.
- The school's formal partnership with Newton Abbot College operates very effectively. Leaders have benefited from the support of the executive principal and the two schools are working closely together to improve outcomes for pupils. Teachers appreciate the support and have benefited from the opportunities which have arisen as a result of the collaboration.
- The school has struggled due to falling rolls in recent years. The current Year 7 is a particularly small year group. However, leaders have worked hard to reverse the trend and numbers are starting to rise again. The school is now regarded much more positively in the local community.
- School leaders have relentlessly focused on improving the quality of teaching, learning and assessment. A thorough programme of high-quality, carefully targeted training has been put in place and this has had a direct impact on the quality of teaching. Teachers' understanding of pupil data has improved, enabling them to identify pupils' strengths and weaknesses and thus provide appropriate support and challenge. As a result, pupils make good progress.
- Middle leaders provide confident and enthusiastic leadership. They work well with senior leaders and share their commitment to raising standards.
- Leaders at all levels are working hard to ensure that the progress of boys matches the progress of girls. The progress of disadvantaged pupils is a key area of development for the school. There are clear signs that the progress of disadvantaged pupils currently in the school is improving but these pupils are still not reaching their full potential.
- Pupils' attendance is improving, but it is below national averages and further improvement is therefore required. Persistent absence is also an area of concern. School leaders are working hard to ensure that the situation improves rapidly. A range of measures is now in place to ensure that parents understand the importance of regular attendance and that pupils realise the impact that poor attendance can have on their learning.
- Provision for pupils with SEND has improved. Alongside a systematic approach to identifying the precise needs of pupils, effective interventions have been introduced so that these pupils now have more effective learning experiences.

- Pupils' spiritual, moral, social and cultural development is supported well in the curriculum and through a programme of assemblies.
- Leaders ensure that all staff fully understand the school's safeguarding policies and practices. The school is a safe place where staff are vigilant and alert to any potential risks to pupils' welfare. Staff act quickly to pass on any concerns they may have. Detailed records are kept and, where necessary, support is provided quickly and professionally.

### **Governance of the school**

- The governing body is strong, knowledgeable and enthusiastic. The chair of governors has ensured that governors' skills are kept up to date through relevant training. As a result, governors have a good understanding of information about the progress of different groups of pupils at the school. They ensure that teachers, including the headteacher, are held to account systematically for their performance.
- Governors have a good understanding of the strengths of the school and areas for development. They work closely with the headteacher and senior leaders and they provide the support needed to enable them to make the changes required for further improvement.

### **Safeguarding**

- The arrangements for safeguarding are effective. All policies and procedures are up to date and reflect the latest national guidance. Appropriate checks are made on all staff to make sure they are suitable to work with children. Senior leaders make safeguarding a priority. They fully meet their statutory responsibilities. They keep detailed records of any concerns that are raised by staff and any subsequent action that is taken.
- All staff receive appropriate training in safeguarding, and this is followed up by regular updates from the designated safeguarding leader. The school's records show that when referrals to outside agencies are made, there is timely follow-up and action. Senior leaders work successfully with other agencies and alternative providers to ensure that pupils are safe when working off-site.
- Staff receive training about the 'Prevent' duty, which is designed to protect pupils who may be vulnerable to radicalisation and extremism. Adults are also trained to keep pupils safe from abuse and sexual exploitation.

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

**Good**

- School leaders have raised expectations. Pupils are clear that their teachers have high standards, and this has encouraged them to respond positively to challenges.
- Teachers plan activities to meet the needs of all pupils. They stretch and challenge pupils of all abilities so that they all make good progress. Where planning is not thorough, and activities are not appropriately challenging, pupils make less progress.
- Teachers now have a greater understanding of pupil data and use this knowledge effectively to provide support and to plan their lessons. Senior leaders ensure that all

teachers have timely and accurate information about pupils' individual needs. As a result of this good communication, teachers are aware of the particular barriers to learning faced by pupils with special needs. Teachers are able to adjust their teaching to suit pupils' individual needs so that this group of pupils is supported well and make good progress from their starting points.

- Teaching, learning and assessment have improved across the school since the previous inspection. There is some very strong practice in art and modern languages, for example. Subjects where, historically, teaching has been weaker are improving rapidly.
- Teachers have been trained to use questioning techniques to check pupils' understanding and inspectors observed some good examples of this in a number of lessons. Teachers are becoming skilled at asking questions in a way which encourages pupils to think deeply about the subject and this helps them to gain a good understanding. It is clear that pupils are developing good analytical skills, enhancing their capacity to be more independent and successful learners.
- There is an imaginative and effective 'transition' curriculum in place for children who need additional support when they join the school in Year 7, and this enables them to catch up quickly with their peers. There is a strong focus on literacy and numeracy, which ensures that they are able to access all areas of the curriculum as they move up the school.
- The good practice in developing pupils' literacy skills seen in the 'transition' curriculum is not seen in the wider curriculum. Literacy across the curriculum is a key area for development.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident learners and fully appreciate the importance of their education. They work hard, are keen to succeed and they are fully aware of the need to fulfil their potential.
- Pastoral care is a real strength of the school. Pupils' individual social and emotional needs are understood well by staff. Staff are fully informed about which pupils are vulnerable and how they might be supported. For example, if a teacher has concerns about a pupil who is known to be vulnerable, the pastoral staff are informed straightaway and they take effective action.
- The school's awareness of the mental health needs of pupils is impressive. For example, some pupils are trained as mental health ambassadors, working with other pupils to provide support and reassurance.
- Pupils wear their uniform well. They are proud of their school and this leads them to take pride in the quality and presentation of their work.
- Pupils feel safe. They say that bullying is rare, but that staff act quickly if any bullying does happen. As a result of the positive relationships between teachers and pupils, pupils know trusted adults they can talk to if they experience any problems at school.

- The comprehensive programme of spiritual, moral, social and cultural development is helping to prepare pupils well for their lives as good citizens in modern Britain.

## **Behaviour**

- The behaviour of pupils is good.
- Pupils respect each other's views and pay attention to their teachers. Typically, lessons proceed without interruption because low-level disruption is rare.
- Pupils' conduct around the school is polite and friendly. Pupils show good manners towards each other, staff and visitors. The school is an orderly environment.
- The attendance of pupils is below the national average, but recent improvements are having an impact. Overall attendance levels are now approaching the national average. The attendance rates of disadvantaged pupils have also improved, although not as rapidly as for other pupils.
- Some pupils are persistently absent, and leaders have put in place various measures to try to support these pupils and their families. There has been improvement, including for disadvantaged pupils, but leaders continue to work on making further progress.
- A very small number of pupils attend education programmes at other sites. Frequent and thorough checks ensure that these pupils are safe, attending regularly and making good progress in their personal development as well as in their academic progress.

## **Outcomes for pupils**

**Good**

- Outcomes for students in Year 11 improved significantly last year and school leaders are determined to ensure that standards continue to rise. Overall progress is improving and is now broadly in line with the national average. This is a consequence of better teaching, learning and assessment.
- In a large majority of subjects, pupils currently in the school are learning well and making good progress.
- Girls make good progress. They are diligent and learn well in a range of subjects. However, boys' progress is not as strong. Some boys are not as focused on their learning. School leaders are working hard to address this imbalance.
- Pupils in different year groups are making strong progress in subjects such as English and languages. This is because staff have high expectations of pupils and teaching is tailored more to pupils' needs. The quality of work in pupils' books reflects these higher standards.
- Pupils with SEND make good progress from their starting points as a result of the help they receive. The inclusive ethos of the school contributes strongly to the academic progress they make.
- In the past, disadvantaged pupils' progress has been well below the progress of other pupils nationally, despite the best efforts of senior leaders. Disadvantaged pupils currently in the school, and especially in key stage 3, are making better progress as a result of support tailored to their individual needs. However, at key stage 4,

disadvantaged pupils are not fulfilling their potential.

- Pupils who join the school with low levels of attainment in Year 7 are given extra help to improve their English and mathematics skills. As a result of the nurturing environment the school provides for these pupils, they settle into school life quickly and soon begin to catch up with their peers.
- Most pupils are well prepared for the next stage of their education.

## School details

Unique reference number	113518
Local authority	Devon
Inspection number	10081348

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

Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	540
Appropriate authority	The governing body
Chair	David Violet
Headteacher	Rachel Wickham
Telephone number	01626 862318
Website	<a href="http://www.dawlish.devon.sch.uk">www.dawlish.devon.sch.uk</a>
Email address	<a href="mailto:office@dawlish.devon.sch.uk">office@dawlish.devon.sch.uk</a>
Date of previous inspection	7–8 December 2016

## Information about this school

- This is a smaller-than-average sized secondary school working in partnership with Newton Abbot College.
- The proportion of pupils supported by the pupil premium funding is below the national average.
- The proportion of pupils with SEND is below average.
- The school uses alternative provision based at Bicton College and the Wave Academy.

## Information about this inspection

- Inspectors held meetings with the school's senior and middle leaders, staff and governors.
- Inspectors visited 37 lessons, jointly with senior leaders.
- A wide sample of pupils' work was scrutinised.
- Inspectors talked with groups of pupils from key stages 3 and 4, as well as pupils informally across the site.
- Documentary and other types of information were evaluated, including evidence relating to safeguarding, assessment and school evaluation.
- Inspectors took account of the 81 responses and 79 comments on the online Parent View survey, the 25 responses to the pupil survey and the 51 responses to the staff survey.

## Inspection team

Richard Steward, lead inspector	Ofsted Inspector
Tracey Reynolds	Ofsted Inspector
Julie Nash	Ofsted Inspector
Carol Hannaford	Ofsted Inspector

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