

Inspection of Callington Community College

Launceston Road, Callington, Cornwall PL17 7DR

Inspection dates: 10 and 11 January 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Sixth-form provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Pupils feel welcome at the college. They are valued as individuals. Most attend well and are punctual. There are positive relationships between staff and pupils. Many sixth-form students comment that they remained at the school because of how well staff know them and care about them.

Pupils have responded positively to a recent raising of the expectations that staff have of them. Most are keen to learn and are proud to be part of the school community. Pupils behave well. Poor behaviour does not interrupt learning and is not tolerated by staff. Pupils feel that staff treat them fairly.

Bullying does not happen often. Most pupils and parents agree that staff deal with any instances of bullying promptly. Pupils learn the importance of treating others, including those from different backgrounds, with respect. This is evident in the way that pupils treat one another.

Parents are particularly positive about the range of clubs available at the school. These include sports, music and those linked to subject areas and wider academic development.

What does the school do well and what does it need to do better?

Leaders have developed a curriculum that is broad and ambitious. There has been a sharp increase in the number of pupils choosing to study a language at key stage 4. As a result, more pupils now take the English Baccalaureate, therefore following a broad and ambitious curriculum for longer. The qualifications available to sixth-form students are well suited to their interests and future plans.

Teachers use their strong subject knowledge to focus sharply on what it is that pupils need to know. Teaching captures pupils' interest and reflects the ambitious curriculum. Sixth-form students are particularly enthusiastic about their lessons. They love learning and are eager to share what they know.

In most subjects, teachers check what pupils have learned and what they can do with the knowledge they have gained. Pupils regularly review some of what they have learned before. This helps them to remember more over time. However, at times, gaps in pupils' learning are not always identified and closed. This means that pupils in key stage 3, in particular, sometimes remember inaccurate information or lack confidence in their knowledge.

Teachers know pupils well and want the best for them. However, they do not always adapt the curriculum well enough for pupils with special educational needs and/or disabilities (SEND). Leaders are aware of this and have begun to improve the

support given to pupils with SEND. Teaching assistants provide expert help to those pupils they work with.

Leaders have begun to develop a love of reading for all pupils, but this is not yet embedded. All pupils read daily. They encounter new ideas and vocabulary through the texts that teachers choose. However, there are some pupils who do not enjoy reading. Pupils who are not fluent readers get the precise help they need. Most catch up with their peers as a result.

Behaviour is good. Pupils know the school rules and most follow them readily. Pupils who need to improve their behaviour get help to do so. Learning, therefore, happens without interruption. Pupils are calm and courteous around the school site. They feel safe at school.

Pupils appreciate the information they receive about careers, apprenticeships and education providers. The school meets the requirements of the provider access legislation. The information given to students in the sixth form entuses them about their future choices.

Pupils in Years 7 to 11 take part in a rich and varied set of experiences that enhance their personal development. Leaders ensure that pupils with SEND and those who are disadvantaged can take part in these opportunities. Sixth-form students have the opportunity to gain a qualification linked to an area of personal interest.

Leadership opportunities abound. Pupils can apply for roles such as student council or head boy or girl. They can become ambassadors for a subject, for sports or for promoting positive well-being. Many sixth-form students have sports leadership roles, and others are ambassadors.

Leaders have an accurate view of the strengths and areas for development of the school. They bring about rapid change, when necessary, while considering the pressures on, and views of, staff. Most staff are very positive about the support they receive from leaders in school and from the Trust. High-quality training enables staff at all levels to fulfil their roles successfully.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding. Staff are alert to any signs that a pupil might be at risk. They know what to do if they have a concern.

Leaders act swiftly when there are signs that a pupil might not be safe. They intervene early and so reduce the risk of harm. Referrals to other agencies are prompt and appropriate.

Leaders use the information they have about patterns of concern to develop the curriculum. Consequently, pupils learn how to keep themselves safe from the prevalent concerns in the local area, as well as more general risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' checks on what pupils know do not identify gaps in pupils' learning consistently. This means that teachers are not clear whether pupils have securely learned what they need to know. Leaders should ensure that all staff check what pupils can recall so that they can build successfully on prior learning.
- Although staff have precise information about how to best support pupils with SEND, they do not always use this to adapt the curriculum. This means that some pupils with SEND do not learn the curriculum well enough. Leaders need to ensure that the curriculum supports pupils with SEND to achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 143649 |
| Local authority | Cornwall |
| Inspection number | 10257089 |
| Type of school | Secondary Comprehensive |
| School category | Academy converter |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 869 |
| Of which, number on roll in the sixth form | 85 |
| Appropriate authority | Board of trustees |
| Chair of trust | Iain Grafton |
| Principal | Wendy Ainsworth |
| Website | www.callingtoncc.net |
| Date of previous inspection | 24 and 25 September 2019, under section 5 of the Education Act 2005 |

Information about this school

- This school uses nine alternative providers, six of which are unregistered. A small number of pupils attend these. Most pupils who attend alternative provision continue to attend this school for some of their education.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, senior leaders and spoke to the Chair of Trustees. An inspector met with a member of staff from the multi-academy trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey.
- An inspector spoke to leaders from the alternative providers used by the school.

Inspection team

| | |
|--------------------------------------|-------------------------|
| Sarah Favager-Dalton, lead inspector | His Majesty's Inspector |
| Simon Tong | Ofsted Inspector |
| Matthew Collins | Ofsted Inspector |
| Claire Thomson | Ofsted Inspector |

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