

Inspection of Treviglas Academy

Bradley Road, Newquay, Cornwall TR7 3JA

Inspection dates:

7 and 8 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Sixth-form provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils at Treviglas Academy, including students in the sixth form, acknowledge that staff want them to succeed and achieve the best possible outcomes. While pupils learn and achieve well in some subjects, the overall quality of education they receive is not yet good enough.

Leaders are committed to widening the experiences pupils have access to in school. Pupils get opportunities to explore their talents beyond the classroom across a range of activities, including sports and the arts. The curriculum also covers learning about mental and physical health. However, some pupils are not confident in how well they are supported in school. Some describe mixed experiences of tolerance and inclusion. There are opportunities for pupils to be leaders in the school. However, some pupils feel that their views are not always listened to and changes are slow to happen. This is linked mainly to leaders' increased expectations of pupils' behaviour.

Pupils feel safe. They are confident that staff resolve bullying issues. Most pupils say that behaviour in lessons has improved. However, during social times, some pupils do not always follow the expectations set out by leaders. Some pupils are not polite and respectful.

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

Leaders have identified the important knowledge that they want pupils to learn across the curriculum. They are committed to increasing the number of pupils who study a language at GCSE. Teachers have secure subject knowledge. They use this to present information in lessons clearly for most pupils. However, teachers do not have a consistent and effective approach to checking what pupils know and can do. Therefore, teachers do not always design learning based on pupils' prior knowledge. This makes it difficult for pupils to learn well over time. Where the curriculum does not meet the needs of pupils, they become disengaged from their learning.

In the sixth form, teachers use their expertise to design learning that ensures students build their knowledge well over time. Students can recall their prior learning and they use this to make connections within and across subjects.

Leaders have brought in measures to address the poor behaviour of some pupils. They have implemented a system for teachers to manage pupils' behaviour. As a result, leaders have made some progress towards creating a calm and orderly environment. However, there is still work to be done. Some pupils report that poor behaviour still disrupts learning. The school's records and inspectors' observations indicate this is not routine.

Leaders ensure there is accurate information in place to support the needs of pupils with special educational needs and/or disabilities (SEND). However, teachers sometimes do not use this to adapt learning well enough for these pupils. When this happens, pupils' needs are not always met. This slows pupils' learning. Of those who

responded to Ofsted's online questionnaire, some parents and carers of pupils with SEND are frustrated by communication between home and school because they consider that it does not provide them with the information they need. Leaders recognise that there is work to do to develop better relationships with some parents of pupils with SEND.

Leaders understand the importance of pupils reading well across the curriculum. They have carefully selected ambitious texts to engage pupils and nurture a love of reading. However, the approach to supporting pupils who find reading difficult is not effective. Some pupils are not able to read with enough fluency and accuracy to learn as successfully as they could.

Staff are committed to ensuring pupils attend school regularly. They contact home as soon as a pupil is absent. This supports families and pupils to know the expectations for pupils to be in school. Leaders are working to ensure that the systems around this are embedded fully to have maximum impact.

There are some stronger aspects of pupils' development beyond the academic, particularly for students in the sixth form. These include the focus on pupils' cultural experiences, access to sporting clubs and the effective careers programme. Leaders are proud of their connection with the Royal Shakespeare Company. Physical education (PE) is a strength of the school. However, leaders have not ensured that other areas of pupils' personal development are as successful as they could be. For example, the curriculum covers fundamental British values and characteristics protected by law. However, some pupils are not secure in these aspects of their personal development and do not demonstrate an understanding of them in their everyday actions.

Most staff feel supported by leaders. The mentoring of early career teachers is effective. However, leaders and governors do not yet have the confidence of the school community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective processes in place to safeguard pupils. All staff are trained in how to identify and record concerns for pupils. Staff are given regular and effective updates by the lead for safeguarding. All staff understand their roles and responsibilities regarding safeguarding.

Leaders have responded well to local risks pupils have encountered. Leaders meet with safeguarding partners and other agencies frequently. They ensure that the outcomes from meetings lead to follow-up action to protect the most vulnerable.

Processes for safer recruitment of staff and managing allegations are effective. All staff understand their roles and responsibilities regarding safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Learning is not adapted well enough for some pupils with SEND. Some pupils' needs are not met effectively. As a result, they are not able to learn as successfully as they should. Leaders must assure themselves that all teachers know how to adapt the learning in the classroom to meet the needs of all pupils.
- Teachers do not consistently check what pupils know and remember over time. When this is the case, subsequent learning is not based on what pupils know. As a result, pupils do not build their knowledge well enough. Leaders must ensure that teachers have the necessary expertise to be able to check pupils' learning effectively.
- Pupils do not always conduct themselves in line with the expectations and the ambition of the school's behaviour policy during social times. As a result, some pupils do not treat each other or staff with the level of respect required to create a positive environment. Leaders must ensure that all pupils comply with the expectations of the behaviour policy.
- Some parents and carers express negative views of the school's work. Leaders, including those responsible for governance, must ensure that they work with those parents who are unhappy to develop better communication with them.

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

Unique reference number	145843
Local authority	Cornwall
Inspection number	10257085
Type of school	Secondary comprehensive
School category	Academy sponsor-led
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	931
Of which, number on roll in the sixth form	55
Appropriate authority	Board of trustees
Chair of trust	Nigel Hyde
Headteacher	Michelle Dunleavy
Website	www.treviglas.net
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Roseland Multi-Academy Trust since January 2019.
- The school currently uses two registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeship.

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 carried out deep dives into English, science, history and PE. For each deep dive, inspectors discussed the curriculum with subject leaders and teachers. Inspectors also visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors met with leaders for behaviour and attendance, personal development, curriculum and safeguarding. Inspectors spoke with several groups of pupils from across the age range of the school to gain their views about the school.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online staff survey and Ofsted's online pupil survey.

Inspection team

Robert Coles, lead inspector	Ofsted Inspector
Rachel Hutchinson	Ofsted Inspector
Matthew Collins	Ofsted Inspector
Simon Tong	Ofsted Inspector

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