

# Short inspection of Callywith College

Inspection dates:

12 and 13 March 2024

## **Outcome**

Callywith College continues to be an outstanding provider.

## **Information about this provider**

Callywith College is a 16 to 19 Academy on the outskirts of Bodmin, Cornwall. It opened in September 2017 and was last inspected in January 2020. During the inspection, 1540 students were studying on education programmes for young people, with 11 students in receipt of high-needs funding studying on academic and vocational courses. At the time of the inspection, there were 33 level 2 students all studying health and social care. The remaining students were on level 3 programmes. The courses with the largest numbers of students are in science, mathematics, English, humanities, health and social care and sport.

## **What is it like to be a learner with this provider?**

Students' work is frequently of an exceptionally high standard. Their course and practical work reflects this, as does their theory and examination preparation. This is because of the high-quality teaching they receive from the highly qualified, expert lecturers who teach them. Almost all students go on to appropriate destinations including university, further education or apprenticeships.

Students enjoy their studies and take pride in their work. Teaching helps them to visualise and run-through challenging ideas. For example, in A-level chemistry, students revisit difficult concepts in nuclear magnetic resonance spectroscopy and molecular structures, until they fully understand them. As a result, all students apply their extensive prior learning extremely well and make excellent progress.

Students are extremely well supported by the lecturers and other college staff. They undertake an excellent tutorial programme, which is well planned and flexible enough to adapt quickly to a changing world. As a result, students are being well prepared for life in modern Britain. They feel safe and know how to contact student support if they need to.

## **What does the provider do well?**

Programme team leaders and lecturers have developed a well-sequenced curriculum. This has been thoughtfully structured and refined to keep it up to date. For example, the A-level chemistry curriculum is designed in conjunction with a local

employers' group. Because of this, students develop the knowledge and skills they need to be successful now, and in their next steps.

College staff are very ambitious and have high expectations of their students. They have provided exceptional resources to assist in delivering high-quality education. For example, in level 3 media production, games, animation and visual effects programmes, students use industry-standard facilities. All students are exceptionally well motivated, demonstrate very positive behaviours and work well independently. As a result, outcomes are high, and the vast majority of students achieve at least their minimum target grades.

Leaders and managers have created an inclusive environment, where the small number of high needs students flourish. As a result, these students achieve at least as well as their peers and make significant progress against their education, health and care (EHC) plan outcomes. Those with additional needs are very well supported in a holistic manner, with lecturers having extensive knowledge of how to support them individually.

Lecturers plan exciting sessions and maximise the opportunities for learners to recall prior knowledge before moving on to new content. For example, in A-level geography, students learn about global energy consumption, so they fully understand how energy is used, before moving to study the human impact of fossil fuels. As a result, all students have a confident understanding of a wide range of curriculum content over time, building well on their prior knowledge.

Managers ensure that staff receive highly effective professional development in, for example, effective questioning and classroom management. External speakers are also used to ensure staff have a range of up-to-date training on teaching practice. As a result, staff are very well trained on how best to teach their students and subjects.

Leaders and managers ensure that all students receive high-quality information on what they can do next. This includes individualised careers advice and guidance, and meaningful work experience or interactions with the world of work. For example, students on the level 3 media production, games, animation and visual effects programmes have industry mentors and complete industry-designed live briefs.

Students with EHC plans benefit from careers information, both from external and college-based support. The cross-college tutorial programme explores useful career-focused topics that support students' transition into higher education, employment, or apprenticeships. As a result, students are rightly positive about the careers support available to them at the college. This has been an important help in clarifying their next steps.

Those responsible for governance are highly skilled and knowledgeable professionals. They bring a range of expertise to the board of trustees, including education, quality assurance and finance. They hold senior leaders to account for

their actions, such as the introduction of the new tutorial system, which they have monitored closely.

Leaders, managers and trustees know the college strengths well and understand the areas they need to improve. For example, there is always a focus on how to retain more students. Another example is the work they do to ensure all the students get to the college safely. Trustees discuss these concerns and make sure leaders and managers hold the transport companies to account if and when the college transport is unreliable. As a result, leaders, managers and trustees work well together to ensure all areas that need to improve are effectively and swiftly dealt with.

## **Safeguarding**

The arrangements for safeguarding are effective.

Provider details

Unique reference number	144740
Address	Old Callywith Road Bodmin Cornwall PL31 2GT
Contact number	01208224000
Website	<a href="http://www.callywith.ac.uk">www.callywith.ac.uk</a>
Principal, CEO or equivalent	Dr Jonathan Grey
Provider type	16–19 Academy
Date of previous inspection	14 to 16 January 2020
Main subcontractors	None

## Information about this inspection

The inspection was the first short inspection carried out since Callywith College was judged to be outstanding in January 2020.

The inspection team was assisted by the assistant principal for teaching learning and assessment, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Steve Battersby, lead inspector	His Majesty's Inspector
Karen Morris	Ofsted Inspector
Nikki Sendell	Ofsted Inspector
Nick Crombie	His Majesty's Inspector

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