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Mrs C Dunne
Principal
Cullompton Community College
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Dear Mrs Dunne

Ofsted Survey Inspection Programme - Personal, Social and Health Education (PSHE)

Thank you for your hospitality and co-operation, and that of your staff and students, during my visit on 08 January 2007 to look at work in PSHE and citizenship. As outlined in my initial letter, my visit also looked at the college's approach to healthy eating.

The visit provided valuable information which will contribute to our evaluation and reporting. Any published report is likely to list the names of the institutions visited, but we would not identify individual institutions within the report itself.

The evidence used to inform the judgements I made included: interviews with members of the senior management team, the coordinators for citizenship, for PE and for CEG, Year 10 students, and the catering manager, scrutiny of school documentation, analysis of pupils' work, and observation of a lesson.

I undertook to provide a brief written version of the main points made in my feedback at the end of the visit, to support development in, PSHE and CEG.

The overall effectiveness was judged to be good.

Achievement and standards are good.

- Students are developing their subject knowledge and understanding and make good progress as they move through the college.
- They are able to reflect on and discuss their understanding of issues and show respect for the feelings and views of others. They are right in their view that this contributes to the good relationships that exist in the college as they show interest in and respect for the views of others.

The personal development and well-being of the students is good.

- Students have a good understanding of the importance of a healthy lifestyle.
- As they move through the college they are developing an appropriate level of understanding of sexual health risks and of drugs and their effects.
- Students feel safe. They report that the college responds appropriately to any issues of bullying.
- Students make very good use of the resources and advice available to them in the school to make decisions about their future.

The quality of teaching and learning is good.

- Teachers' lesson planning is good and is based on the detailed guidance provided by the subject coordinator. Lessons set high expectations of the students. They proceed at a good pace with effective use made of a range of appropriate teaching methods that include paired and group work as well as general discussions. The students respond enthusiastically and are eager participants in all aspects of their learning.

The quality of assessment is satisfactory.

- Assessment practice is less well developed in aspects of PSHE; more progress has been made in assessment of citizenship.
- The quality of marking and feedback to the students is good.

The quality of the curriculum is good.

- The overall curriculum for, PSHE and CEG is well matched to the needs of the students. The programme is planned effectively and provides continuity and progression of learning.
- The evaluation of the programme will need to determine whether the time allocated to topics is sufficient for effective learning to take place
- The school has made a good start to its planning for healthy schools status.

The quality of support and guidance for the students is outstanding.

- The roles of tutors and heads of year are clearly defined. Students receive very good care and support.
- The careers education guidance programme is good. Students feel they are able to access high quality advice and support that fully meets their needs.

- The college has established excellent links with a range of external agencies who are making effective contributions to students' health and well-being.

Subject leadership and management are satisfactory.

- The coordinators have reviewed and written high quality guidance for the tutors.
- Statutory requirements are met.
- Monitoring and evaluation of provision are satisfactory: tutors might be encouraged to evaluate the effectiveness of aspects of the programme in meeting the needs of the students.

Specific focus of the inspection

- The college is making very good progress towards meeting the new food standards required for school meals.
- The choice of meals is good. Students select healthy meals and enjoy the social opportunity that lunch gives them.

Inclusion

- The students feel that everyone in the college is valued. Relationships between students and with the staff are good. Teaching and learning and the high quality curriculum are well matched to the needs of the students.

Areas for improvement, which we discussed, included:

- considering the possibility of one member of the senior leadership team line managing all the coordinators working in this area
- ensuring all relevant policies are in place, up to date and based on the most recent national advice
- identifying opportunities for parents to sample the range of healthy foods available in the college.

I hope these observations are useful as you continue to develop PSHE in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website.

It will also be available to the team for your next institutional inspection.

Yours sincerely

Peter Griffiths
Her Majesty's Inspector of Schools