

Teignmouth Community College

Inspection report

Unique Reference Number	113529
Local Authority	Devon
Inspection number	338198
Inspection dates	21–22 January 2010
Reporting inspector	Robert Pyner HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1051
Of which, number on roll in the sixth form	172
Appropriate authority	The governing body
Chair	Carol-Anne Barr
Headteacher	Anthony Gray
Date of previous school inspection	1 March 2007
School address	Exeter Road Teignmouth Devon TQ14 9HZ
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 33 teachers, visited 44 lessons or activities and spent over 19 hours directly observing the learning undertaken by students. They held meetings with senior leaders, governors, staff and groups of students. They observed the college's work, and looked at progress tracking and performance data, the college development plan, reporting procedures, governors' minutes, students' work and numerous policies, guidelines, plans and departmental reviews. In November 2009 the college undertook an independent survey of parents, students and staff. The results of this survey were analysed together with the questionnaires returned as part of the inspection from 307 parents or carers, 259 students and two staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well assessment, progress-tracking and target-setting procedures are used by teachers to support the achievement made by students
- the quality of teaching and learning to develop the achievement of all students
- how effectively the curriculum meets the needs and aspirations of all students
- the effectiveness of the work by governors, senior and middle leaders to bring about improvement.

Information about the school

Teignmouth Community College is slightly larger than the average comprehensive and the only secondary school in this coastal town. Since 2004, the college has had specialist status for mathematics and computing.

The percentage of students entitled to free school meals is below average, and the proportion from ethnic minority groups and for whom English is an additional language is well below. The proportion of students with special needs and/or disabilities is broadly in line with the national figure, but although the percentage with a statement of special educational needs has reduced over the last few years, it remains above average.

The college has numerous quality mark awards. These include the International Schools, Investors in People, Investors in Careers, Investors in Education Business Partnerships, Investors in work-related and enterprise learning, Healthy School, Artsmark Gold and Sportsmark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Teignmouth Community College provides a good standard of education. The range of curricular opportunities and the care, guidance and support for students are outstanding. The college has made improvements in provision since the last inspection, developing highly effective partnerships which extend opportunities for students attending the college as well as those living in the wider community. The Principal and senior leaders display a passionate commitment to developing the college as a hub for these partnerships to extend provision further. Currently attainment is average overall but this masks a story of impressive improvement over the last three years, particularly in mathematics and English, as recognised and appreciated by parents. Indeed, specialist status in mathematics and computing has been used as an effective driver for improvement in achievement across the college. Taking students' starting points into consideration, they achieve well.

The college is in a strong position to accelerate this improvement across all aspects of its work as a result of:

- the shared drive displayed by the Principal, staff and governors to provide wide-ranging opportunities to match students' aptitudes, abilities and interests
- the effective self-evaluation procedures which lead to a good understanding of the college's strengths and weaknesses
- the development of an excellent system for tracking students' progress, which provides detailed information that has been used effectively to raise Year 11 students' achievement in key subjects ' the college is well placed to extend this across all key stages
- the effective senior leadership group within which individuals are given the opportunity to develop a range of projects aimed at meeting students' needs.

The large college campus of new and older buildings is used very effectively to provide an excellent range of learning opportunities, from the motor vehicle garage, hairdressing salon and small-holding ' complete with pigs and chickens ' to the more traditional classrooms, laboratories and workshops. Plans are in hand for the construction of a sports hall. Students are proud to attend the college. They are polite, positive and friendly, and they behave well. They feel very well cared for and extremely safe and secure in college. They readily discuss their work and older students know how well they are doing and what they need to do to improve. All aspects of their work are celebrated; for example, the college has outstanding examples of art work on display in shared areas.

The quality of teaching is generally good, though not yet completely consistently so, and the college has an effective system of monitoring and support for staff. There is

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excellent support for vulnerable students, particularly those with behavioural, emotional and social difficulties. The individual support for students has had a significant impact in raising attendance.

The sixth form has gone through an unsettled period over the last year or so. Although provision is good overall, students' achievement has been variable over the last few years, particularly in vocational courses, where teaching and learning are not so secure. Students say that enrichment activities are limited, and independent study skills are relatively underdeveloped. A new director of sixth form has been appointed recently and robust systems are being developed to raise achievement further.

A very large majority of parents are happy with their children's experience at the college and feel that it is led and managed well. The college works hard to seek the views of parents and carers through surveys and specific consultations. An example of this is the routine seeking of parental views on specific issues during review days. A very small minority of parents noted in the inspection questionnaire that communication could be improved. This issue was also noted by some parents in the college's recent survey.

What does the school need to do to improve further?

- Build on the upward trend in achievement by:
 - sharing the excellent practice found in the college to improve all teaching to the quality of the best
 - using the college's sophisticated systems for tracking progress and analysing attainment to raise achievement in all departments to match that of the highest performers.
- Raise achievement in the sixth form by:
 - improving teaching and learning in some vocational courses
 - developing the range of enrichment activities for students
 - improving the facilities for students' independent study skills and their abilities in these aspects of learning.
- Explore the issues regarding communication with parents to develop further the support for students.

Outcomes for individuals and groups of pupils**2**

Students make good progress from their starting points when they enter the college, which are generally just below average. The standards of work seen in lessons and in students' books were broadly average but improving strongly. In 2009 the proportion of students gaining five good GCSE passes including English and mathematics was above average. Taken singly, in each of these subjects the percentage of students achieving A* to C grades was significantly above the national averages. Art and design, drama and information and communication technology (ICT) are also subjects with strong results. Patterns of achievement are good overall. Middle- and lower-ability students make

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particularly good progress. Students in receipt of free school meals made less progress than most in 2009 but in previous years their achievement was at the expected level. Students enjoy learning and respond positively in lessons. Many have good speaking and listening skills and can talk confidently about their work, interests and aspirations. Most are able to concentrate and focus on activities for extended periods of time. Where teaching is less active and interesting, students can be rather passive.

Students behave well in lessons and around the college. Students say they feel very safe in college and are well cared for. This view was echoed by the parents' responses to the inspection questionnaire. Students say that any bullying is swiftly dealt with by staff.

Students' attendance has improved strongly over the last three years and is now above average. The latest data for the autumn term show further improvement.

The extensive range of academic and vocational courses available and the improvement in English, mathematics and attendance, together with effective ICT provision, all lead to outstanding opportunities to develop skills that will contribute to students' future economic well-being. This is recognised by parents in responses to the inspection questionnaire.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Curricular provision is outstanding. The Years 9 to 11 curriculum pathways very effectively provide opportunities which meet the abilities, aptitudes and interests of students. These are highly tailored programmes leading to a wide range of academic and vocational qualifications. This has a very positive impact on attainment, progress, attendance, behaviour, enjoyment and personal development. For example, impact on behaviour can be seen in the reduction by half in the number of days lost to fixed-term exclusions over two years to 2009.

The college uses its expertise in its specialist subjects of mathematics and computing very well to support other subjects and courses. It is leading the development of the ICT diploma within a consortium of south Devon schools. The college is also leading the development of students' understanding of environmental sustainability within the local authority and has received national recognition for this work.

There is a very wide range of excellent additional activities and clubs which enrich learning.

The care, guidance and support that the students receive are outstanding. They say they are very well cared for and a very large majority of their parents agree. Students mention the support they receive from the Intervention Team very positively. They note that they are welcomed into the college right from the start and there is always someone who will support their academic and personal development.

The college works very closely with families and a range of outside agencies to maximise the support it can offer vulnerable students. Support staff have been very active in promoting attendance, with excellent results.

Teaching is good overall, with around one quarter of lessons judged as outstanding during the inspection. Relationships between students and teachers are typically very positive. Teachers' planning and subject knowledge are strong elements in lessons. Most teachers encourage students to apply their learning and skills, move lessons along at a good pace and use focused questioning to challenge thinking.

Where teaching is less effective, too much time is taken in talking to the whole class, which means that students have less time to practise their understanding and skills and consequently the pace of learning slows.

Teachers generally use assessment well to support students' learning but there are some inconsistencies in marking so that learners are not always clearly informed about how they can improve their work.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1

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The effectiveness of care, guidance and support	1
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How effective are leadership and management?

The Principal has a clear vision for an inclusive college which provides wide-ranging learning opportunities for all in the local community. He is rightly held in high regard by parents, students and staff.

The college has developed excellent partnerships with other schools and the wider community. The college is totally committed to partnership working to support the needs of the whole community, with an assistant Principal leading this work. The impact of this has been the development of multi-agency support for vulnerable groups and families, some of which has been commissioned by the Children's Trust, and well-planned opportunities to enhance provision for students and members of the community.

There are excellent procedures to ensure the safeguarding of students. There is regular and effective training leading to a comprehensive awareness of safeguarding issues among staff at all levels.

Governors understand the strengths and weaknesses of the college well and provide effective support and challenge. They are committed to raising achievement in an inclusive community of learners.

Leaders have a detailed and accurate understanding of the strengths and weaknesses of the college. Systems to monitor its work and hold staff accountable are rigorous and show clear impact. These procedures build on the sophisticated systems to analyse performance and track students' progress.

The college is effective in meeting its duties to promote equality and tackle discrimination. Data about the achievement of different groups of students are monitored very carefully to ensure that all groups make similar progress.

The college has highly effective links with the local community and a number of collaborations with schools abroad. These are being enhanced by the Connecting Classrooms project, which investigates complex global issues. Whole-college events such as the recent Diversity Week provide opportunities for students to reflect on social issues. The college is also developing its established links with schools in contrasting settings in Britain.

The work as a specialist mathematics and computing college has made an effective and continuing contribution to the drive for improvement. Specialist status also supports the college's extensive partnership work with other schools and within the local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

An increasing number of students choose to continue their studies in the sixth form. Students generally make satisfactory progress when following A-level, AS-level and BTEC courses, although there is variability between subjects.

Aspects of students' personal development are good. In particular, students make a clear contribution to the rest of the school, for example through the accelerated reader programme for younger students.

Provision in the sixth form is good overall. There is evidence of some strong teaching in AS- and A-level courses, with effective and productive relationships between staff and students. However, teaching and learning are not as effective in some vocational courses. The curriculum and option choices available are broad, offering both academic and vocational subjects. Students feel well cared for supported and staff work hard to raise their aspirations. However, students say that they lack adequate facilities for independent study and are not well supported to develop these skills. They also note that enrichment activities could be developed further.

The director of sixth form has been in place for a little over one term. He has a good understanding of the strengths and weaknesses of the sixth form and in this short time has established good relationships with staff and students. He has recognised the need to develop some aspects of provision and particularly the quality of some vocational courses. There is some effective work underway to improve the progress tracking data available to support learners.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	2
Leadership and management of the sixth form	3

Views of parents and carers

Most parents are happy with their children's experience at the college. Responses show parents feel very strongly that their children enjoy college, are safe and cared for and that teaching is good. Most parents also feel that the leadership and management of the college are effective. A very small minority felt that the college was less effective in helping parents support their child's learning, taking account of parental suggestions and concerns and dealing with unacceptable behaviour. The same proportion noted that the college did not help children to develop healthy lifestyles. The inspection team found that there are some issues regarding communication with parents, but judged the other aspects raised as good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Teignmouth Community College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 307 completed questionnaires by the end of the on-site inspection. In total, there are 1051 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	24	202	66	25	8	4	1
The school keeps my child safe	86	28	198	65	18	6	0	0
The school informs me about my child's progress	89	29	172	56	37	12	6	2
My child is making enough progress at this school	92	30	180	59	31	10	3	1
The teaching is good at this school	67	22	210	68	20	7	3	1
The school helps me to support my child's learning	68	22	177	58	46	15	6	2
The school helps my child to have a healthy lifestyle	34	11	200	65	53	17	6	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	80	26	178	58	17	6	1	0
The school meets my child's particular needs	70	23	193	63	27	9	5	2
The school deals effectively with unacceptable behaviour	69	23	169	55	41	13	8	3
The school takes account of my suggestions and concerns	44	14	187	61	45	15	9	3
The school is led and managed effectively	92	30	192	63	10	3	4	1
Overall, I am happy with my child's experience at this school	110	36	175	57	15	5	4	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 January 2010

Dear Students

Inspection of Teignmouth Community College, Teignmouth TQ14 9HZ

Thank you for making the inspection team so welcome when we inspected your college recently. Special thanks go to the student guides who helped the inspectors find their way around and to those of you who completed the questionnaire; we found this very useful. We enjoyed talking with all the students we met and found what you had to say very informative and relevant.

This letter is to tell you about our findings. Teignmouth Community College provides a good standard of education. We were impressed by your behaviour and the quality of your relationships with adults and other students. Your attainment at the end of Year 11 is broadly average and improving; the progress you make in the main college is good. The opportunities you have through the specialist subjects of mathematics and computing are a strength of the college. However, achievement in some subjects and in the sixth form could be improved further. You are cared for and supported excellently. Teaching is good overall, with some that is excellent. Your teachers provide you with an outstanding curriculum that meets your interests and needs. The partnerships the college has established to increase opportunities and support students are excellent. Your progress is tracked very well, especially in Years 10 and 11, and most students know how well they are doing in their work.

The Principal is highly respected and he, the senior staff and governors provide effective leadership and management. They recognise that there are always areas for improvement, and these are the aspects the inspection team identified.

- Increase achievement further by sharing the excellent practice found in the college to improve all teaching to match the best, ensuring that the systems for tracking progress and attainment are used equally well in all departments.
- Raise achievement in the sixth form by improving teaching and learning in some vocational courses, extending the range of enrichment activities, and improving the facilities for independent study.
- Consider ways to improve further the systems for communication with parents.

You too have an important part to play in supporting the staff to bring about improvements. If you continue to work hard and make the most of the excellent range

of opportunities you have at college, I am sure that you will do so. I wish you well for the future.

Yours sincerely

Robert Pyner

Her Majesty's Inspector

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