



# Treviglas Community College

## Inspection Report

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**Unique Reference Number** 112038  
**LEA** Cornwall  
**Inspection number** 278832  
**Inspection dates** 8 March 2006 to 9 March 2006  
**Reporting inspector** David Humphries HMI

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

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<b>Type of school</b>	Comprehensive	<b>School address</b>	Bradley Road
<b>School category</b>	Community		Newquay
<b>Age range of pupils</b>	11 to 19		Cornwall TR7 3JA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01637 872076
<b>Number on roll</b>	1182	<b>Fax number</b>	01637 876026
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr G J Fitter
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mrs Helen Mathieson

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Treviglas Community College is a specialist business and enterprise school with just under 1,200 students on roll, including around 200 in the sixth form. The college attracts students from 13 primary schools spread over a wide area, including the town of Newquay and surrounding rural communities. The proportion of students entitled to free school meals is slightly below the national average, although the school's catchment area includes some areas of significant deprivation. There are comparatively few pupils from minority ethnic groups or with English as an additional language.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Senior leaders and governors judge that the overall effectiveness of the college is satisfactory. Inspectors agree because while the college has significant strengths there are areas where improvements are needed.

Students make consistently good progress in Key Stage 4 but recent staffing difficulties have adversely affected students' learning in Key Stage 3 where the most recent national test results showed that students made unsatisfactory progress in that year. Senior leaders are working hard to remedy this and there are signs of higher achievement in the current year. Teaching is satisfactory and there are examples of good and outstanding practice, particularly in examination classes and on vocational courses, but this high quality teaching is not yet evident across the college.

Although most students behave well and respond positively to opportunities to take responsibility and show initiative, frequent changes of teacher have not been helpful in addressing unsatisfactory behaviour in a small number of classes in Years seven, eight and nine. The college provides good support for vulnerable students and those with physical disabilities and learning difficulties.

An outstanding and innovative curriculum is very well matched to students' needs and the college makes very good use of its specialist status to develop their enterprise and work-related skills.

Leadership and management are satisfactory. The headteacher is providing good leadership with a strong and determined impetus to drive the college forward. There are well designed systems for monitoring and evaluation and a clear focus on improving teaching and learning. However, the changes she has introduced have yet to become embedded across the college and they are only just beginning to have an impact on students' achievement. Senior leaders and governors are determined to resolve the staffing difficulties that are impeding progress and the college's capacity for improvement is good. The college provides satisfactory value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

The college judges that the effectiveness and efficiency of the sixth form is satisfactory and inspectors agree because while it has many positive features there is scope to improve the quality of teaching and so raise standards. The sixth form is highly regarded by students who are enrolling in increasing numbers and the majority remain to complete their courses. An outstanding curriculum offers a wide range of courses and interesting opportunities which are very well matched to the needs of students and of the locality. Students are well cared for, receiving very effective guidance about opportunities in employment and higher education. Over the last two years the college has worked hard to address underachievement and students now make satisfactory progress. However, there is still too much uninspiring teaching and, despite their very positive attitudes, students have too few opportunities for independent learning.

## **What the school should do to improve further**

- Reduce short-term temporary staffing in Key Stage 3 in order to improve the quality of teaching, address the unsatisfactory behaviour which is evident in a small number of classes and raise achievement, particularly in English.
- Ensure that sixth form teachers employ a wider range of teaching strategies so that students can develop independent learning skills and make better progress.
- Build on recent initiatives and systems for monitoring and evaluation to ensure that the good teaching and effective leadership which are evident in some areas are extended more consistently across the college.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards are satisfactory both in the main school and the sixth form. The attainment of students on entry to the college has declined slightly and is now slightly below the national average. In recent years, students have made satisfactory progress in Key Stage 3 so that the standards they have reached at age 14 have been broadly in line with the national average. However, the deployment of short-term temporary teachers has had an adverse effect on students' learning. The most recent test results showed a sharp decline and were significantly below average, with students making unsatisfactory progress across the key stage. The college is taking vigorous action to resolve these staffing difficulties and is providing additional support for students currently in Key Stage 3. Their progress is being tracked carefully and there are indications that they will meet targets which are in line with national expectations.

The college has placed a high priority on allocating specialist permanent staff to teach in Key Stage 4 and consequently students make good progress and meet challenging targets. Examination results at age 16 are above and, in some years, well above the national average. Pupils with learning difficulties and disabilities make satisfactory progress across both key stages.

The college has worked hard to raise standards in the sixth form and, while these remain below the national average, most students are now making satisfactory progress.

## **Personal development and well-being**

### **Grade: 3**

#### **Grade for sixth form: 2**

The personal development and well-being of the students is satisfactory overall and in the sixth form it is good. Most students establish good relationships with peers and teachers and have a clear sense of right and wrong. Recently introduced mixed-age tutor groups are proving popular and are helping to develop students' social skills and reduce bullying. Students' cultural development is promoted well through good participation in a range of artistic activities.

Most students behave well, demonstrating positive attitudes and act safely and responsibly. However, shifting expectations and lack of continuity brought about by frequent changes of teacher have not been helpful in addressing unsatisfactory behaviour in a small number of classes in Key Stage 3. This is a concern for students and parents. Over recent years, attendance rates have been close to the national average. The college is working hard to increase attendance and there were signs of improvement in the term before the inspection.

The college provides students with a range of opportunities to take responsibility and work collaboratively with others through the college council and through a rich programme of extra curricular activities, including work in the community and charitable work. The college's specialist status is used well to develop students' workplace skills. Increasingly, students are adopting healthy lifestyles. They are aware of the importance of regular exercise and respond positively to the healthy eating options in the college canteen.

Sixth form students eagerly grasp the many opportunities offered by the college and enjoy their education, demonstrating positive attitudes in and out of lessons.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory and there is some good and outstanding teaching. This is characterised by very high quality planning incorporating a range of activities which are well matched to students' needs, good pace and challenge and effective use of assessment information. In some lessons, there are good opportunities for students to evaluate their own and others' work and to develop skills in teamwork and independent learning. The teaching on examination and vocational courses is of more consistently high quality, with teachers using their strong knowledge of their subjects to good effect and sometimes making very good use of information and communication technology (ICT).

In contrast, some lessons are mundane and rely too much on didactic teaching which is less successful in stimulating students' interest and enthusiasm. In the sixth form there is too much uninspiring teaching providing limited opportunities for independent learning. In Key Stage 3, difficulties in staffing adversely affect the quality of teaching, particularly in English, and in a few cases teachers do not manage their classes effectively. Senior leaders are aware of variations in the quality of teaching and are embarking on an ambitious programme to ensure that the good practice which is evident in some areas is extended more widely across the college.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding, with some exemplary and innovative features that are very well designed to meet students' needs and develop their potential. An Enterprise

Academy in Key Stage 4 enables many students to participate in high quality vocational courses which promote positive attitudes and behaviour. Students receive excellent preparation for future employment through well organised, work-related studies and work experience programmes, often enhanced by the college's specialist business and enterprise status.

These strengths are developed further in the sixth form where recently developed vocational courses are well matched with local economic priorities and employment opportunities.

A rich programme of extra curricular activities includes sporting and leisure activities and provides extensive opportunities for students to contribute to the life of their community. The horizons of sixth form students are broadened by work related residential visits to other parts of the country and the wider world.

## **Care, guidance and support**

### **Grade: 2**

The college provides good care for its students. There are well established routines for child protection and a highly supportive pastoral system based upon mixed-age tutor groups, with good collaboration between the college and external support agencies. The college's 'effective learning centre' is rightly proud of its many successes supporting vulnerable students, including those with learning difficulties and those who join the college in difficult circumstances. The support which these students receive when integrated into mainstream lessons is of less consistently high quality. Students with physical disabilities are very well integrated into the life of the college and have access to all classrooms except for some temporary buildings whose replacement is imminent.

Good liaison and induction procedures enable pupils from feeder primary schools to settle quickly into the college. Students receive helpful guidance when choosing which subjects to study at age 14 and when moving to post-16 education or the world of work. Targets are set in most subjects, often giving students a clear sense of what they need to do to improve, although this is not done consistently well across the college.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory both in the main school and in the sixth form. The headteacher, supported by a capable senior team, provides good leadership with a clear vision for the long-term future of the college. Although some parents believe that insufficient account is taken of their own and of students' views, evidence from the inspection indicates that the college systematically seeks feedback on its work through focus groups, questionnaires and a recent survey conducted by an external marketing company.

Self-evaluation is used effectively to judge how well the college is doing and to set development priorities, although these have not yet led to sustained improvements in the college's overall performance. During the last two years there have been some far-reaching changes in ethos and organisation and positive developments have occurred, most notably in the overhaul of the curriculum and the introduction of mixed-age tutor groups.

Other changes, including a much sharper focus on improving teaching and learning, the introduction of a very well designed and rigorous approach to monitoring and evaluation and imaginative staff development programmes, clearly have the potential to improve the work of the college. However, it is not yet possible to trace their impact on students' achievement. Staffing difficulties, which are not of the college's making, have hindered progress. Staff absence and turnover have disrupted the learning and impeded the progress of some Key Stage 3 students, despite the best efforts of senior leaders to diminish their effect. The most effective middle managers provide exemplary leadership which is clearly focused on raising standards but this very good practice is not yet embedded across the college and there are variations in how well middle leaders have driven through key changes.

Increasingly, governors provide good support and challenge for the work of the college. They and senior leaders have a very clear view of the college's strengths and areas where improvement is needed. They are determined to overcome barriers to progress, particularly those related to staffing.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
The standards <sup>1</sup> reached by learners	3	4
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	2
The attendance of learners	3	
How well learners enjoy their education	3	2
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	1
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	3
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	2
How effectively and efficiently resources are deployed to achieve value for money	3	3
The extent to which governors and other supervisory boards discharge their responsibilities	2	2
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

As you know your school was inspected on 8 and 9 March 2006. Some of you met the inspectors and many of you will have seen us around the college. We are very grateful to you for telling us how you felt about the college because this helped us to make our judgements. Some of your parents or carers responded to a confidential questionnaire and we also took their views and concerns into account when making judgements. We encourage you to read the report because it will let you know in more detail what your college does well and how you can help it to be better than it is now.

An outstanding curriculum provides you with a very good range of interesting courses which help to ensure that you are well prepared for future employment or further study. You are well cared for by the college. Most of you behave well and respond positively to opportunities to take responsibility and show initiative. There is some good and outstanding teaching and this helps you to make good progress, particularly on some examination and vocational courses.

Staffing difficulties leading to frequent changes of teacher have affected the learning of some students in Key Stage 3. The situation has not been helped by the behaviour of a small minority of students who need to think carefully about how their actions affect their own progress and that of other students, particularly when their class has a temporary teacher. In sixth form lessons, students often make the most progress when they are asked to develop their own ideas and work independently. Your teachers need to provide more opportunities for you to work in this way and you can help by responding positively when they do.

Your headteacher knows what the school does well and understands how to make it better. She is providing a good strong impetus to drive through improvements and there are some very good teachers and capable staff in leadership and management positions. The priorities now are to resolve the staffing difficulties and to ensure that good teaching and effective leadership are developed more consistently across the college.

Yours faithfully

David Humphries Her Majesty's Inspector of Schools