

Treviglas Community College

Inspection report

Unique Reference Number	112038
Local Authority	Cornwall
Inspection number	325514
Inspection dates	21–22 January 2009
Reporting inspector	Andrew Redpath 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	11–19
Gender of pupils	Mixed
Number on roll	
School (total)	1069
Sixth form	178
Appropriate authority	The governing body
Chair	Theresa Frost
Headteacher	Helen Mathieson
Date of previous school inspection	8 March 2006
School address	Bradley Road Newquay TR7 3JA
Telephone number	01637 872076
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Age group	11–19
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Introduction

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

Description of the school

Treviglas Community College is a specialist business and enterprise college located in the seaside town of Newquay. It admits pupils from the town and surrounding villages and is larger than the average size of secondary schools. Most students are from White British backgrounds and almost all are fluent in English. The proportion of students who have learning difficulties and/or disabilities is average. Whilst the percentage of students eligible for free school meals is lower than the national average, the college's catchment area includes areas of significant deprivation. The proportion of pupils joining or leaving the college at other than the usual times is higher than in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Treviglas Community College provides an outstanding quality of education. It is an exciting place to learn where all groups of students, whatever their capabilities and interests, are able to succeed. In the words of one parent, 'My son goes to school and comes home again with a smile on his face.' At the heart of the college's success is the established culture of high expectation. It is extremely successful in using its business and enterprise status to raise the aspirations of students and to build strong links with the local community. An excellent curriculum combined with good teaching ensures students make outstanding progress. Students achieve particularly well in Years 10 and 11, where they gain impressive results in GCSE examinations. The academic guidance and support for students is excellent and plays a crucial role in motivating students to aim higher. As one parent commented, 'The teachers are amazingly dedicated. Letters home and postcards congratulating achievements of my son motivate him to do well.' Students' personal development is outstanding and their behaviour is excellent. They are particularly well prepared for future employment through the high quality vocational courses. Whilst students have a good knowledge of their local culture, their knowledge of the different cultural and religious traditions in wider Britain is less developed.

The headteacher's inspirational leadership and her passionate commitment to raising the expectations of students have enabled the college to make rapid progress since the last inspection. The outstanding senior leadership team is very successful in motivating the whole staff to reflect on their work and to continually seek ways of improving. The school has an excellent understanding of its strengths and the few areas for further development. It recognises that the generally high standards in teaching are not yet consistent across the college. Whilst the college is unduly modest in judging some areas of its performance, parents hold extremely positive views about its work. In the questionnaires sent out prior to the inspection, parents were particularly impressed with the high quality of leadership and management and felt pleased that their children were safe and well cared for at the college. The college provides excellent value for money because it regularly reviews the use of resources to ensure they are raising standards. Taken together with the record of sustained improvement since the last inspection, this demonstrates that the college has an excellent capacity to become even better.

Effectiveness of the sixth form

Grade: 2

The effectiveness of the sixth form is good and most Year 11 students choose to stay on at the college to complete their education. Retention is good and almost all students complete their courses. Overall, students' achievement is good, particularly in the vocational courses, where examination results are excellent. There is some variation in attainment between different A-level subjects and the school is taking effective steps to tackle areas of relative weakness, for example in science. Students learn well because teaching is good. Teachers have high expectations and they encourage students to develop their independent study skills. As a result, students show interest in their work and are happy to contribute in lessons. They also display a high level of maturity and many offer significant support to others in the college. A very rich curriculum allows students to choose from a wide range of academic and vocational courses. As one student commented, 'No-one feels pushed out, there is something for everyone.' As part of an excellent personal, social and health education programme all students benefit from a two-week 'Experience for Life' opportunity. This includes a comprehensive range of visits,

trips and work experience placements which often enable students to travel abroad. The college makes excellent use of its collaborative partnerships and contacts with the community, for example when students visit the Lusty Glaze Adventure Centre to develop their teamwork skills. Leadership and management of the sixth form are outstanding and students' progress is monitored closely. As a result, senior leaders quickly identify potential underachievement and ensure improvement. Students speak highly of the advice and support they receive and they are prepared thoroughly for their future destinations beyond college.

What the school should do to improve further

- Ensure that the very high standard of teaching found in most subjects is consistent across the school.
- Extend students' knowledge and understanding of the different cultural and religious traditions in modern Britain.

Achievement and standards

Grade: 1

An expectation that students can achieve high standards has a marked impact on raising attainment. Despite entering the college with below average standards, by the end of Year 11, students achieve results that are above, and in some cases well above, the national average. Results in GCSE examinations have improved each year and almost all students gain five passes, with the large majority gaining five higher- grade passes. Results in vocational qualifications are impressive, both in Year 11 and in the sixth form, and demonstrate how successful the college is in meeting the needs of students with a wide range of capabilities and interests. The college is aware that results in a few A-level subjects have varied in recent years, although progress is now more consistent. All students leave the college with a suitable destination in education, employment or further training. The college's success is underpinned by a robust system for identifying students who are underachieving and directing support at the specific skills needed for improvement. Ambitious targets are set and support is monitored regularly to check it is working. This ensures that students at risk of underachieving and those with learning difficulties and/or disabilities achieve extremely well.

Personal development and well-being

Grade: 1

Students greatly enjoy school and are keen to learn. Their behaviour is outstanding both in lessons and around the school. Attendance levels exceed local authority targets for the school and the school's relentless focus on raising attendance has led to a lower than average number of persistent absentees. Students are fully involved in the life of the school. They make their views known through the termly 'student voice' questionnaires and the school council. They also take on roles of responsibility, for example as house captains, sports captains and prefects. Young people respond well to the college's encouragement to adopt healthy lifestyles and most appreciate the commitment of the college in offering healthy food choices. However, some students have expressed frustration at the time taken to queue for their lunchtime meal. Students are highly aware of safety issues and use equipment sensibly in practical lessons.

Students' spiritual, moral, social and cultural development is good. Their moral and social development is a strength and they have a very good knowledge of their Cornish culture. Opportunities for students' spiritual reflection and for them to develop their understanding of the wider cultural and religious traditions in modern Britain are less developed. Students make

an outstanding contribution to the community by participating in, for example, the thriving Junior Sports Leader Award programme, the Duke of Edinburgh Award scheme, fund raising for charities and critically acclaimed music and drama events. Students have an excellent preparation for their future economic well-being which is based on their success in public examinations and innovative schemes to promote financial awareness, such as the 'Treviglas Bank', where 'pounds' gained for achievement can be deposited.

Quality of provision

Teaching and learning

Grade: 2

Excellent arrangements for monitoring lessons and sharing best practice have ensured that teaching and learning have improved considerably since the last inspection. New staff are quickly absorbed into the college's culture of high expectation and receive very good professional support. This high expectation is very evident in lessons and teachers are adept at asking questions which provide suitable challenge to students. The school is particularly successful in raising students' independent study skills so that they can become more effective learners. A good variety of activities is provided in lessons, including the use of information and communication technology and opportunities for students to work individually and in small groups. As a result students concentrate well and enjoy lessons. The college recognises that there is further work needed to ensure that the very best features of teaching are consistent across the school, for example in the use of marking, which ranges from excellent to satisfactory.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and fully supports the inclusive ethos of the school. An excellent range of accredited courses ensures all students can pursue their particular interests and develop their talents. The college's specialist business and enterprise status ensures there is a strong focus on the skills of enterprise and teamwork. The college works closely with the community and takes the lead in local partnerships with other schools and colleges to extend curriculum opportunities. For example, in the sixth form, courses and qualifications have been developed in collaboration with the University of Plymouth. The curriculum is under continuous review and the college is creative in finding ways to make it even better. For example, three new diploma courses have been planned to begin in September 2009. The breadth of enrichment activities, which includes the 'Extra' sessions after school, is excellent and supports all areas of the curriculum.

Care, guidance and support

Grade: 1

The college has robust safeguarding procedures based on efficient staff recruitment arrangements and clear child protection practices. A strong network of support is available to students, who report that they feel safe and valued in the college and that the very few instances of bullying are dealt with quickly and effectively. Vertical tutor groups within a thriving house system are a positive feature of the college and are liked by both students and parents. As one Year 7 student remarked, 'It brings the college closer together.' Others recount warmly how older students support younger ones both in tutor time and around the campus.

The use of data to check students' academic progress is exemplary. Students know their targets for improvement and understand what they have to do to achieve them. Support for students with learning difficulties and/or disabilities and for those who are vulnerable is enhanced by the Effective Learning Centre, which truly lives up to its name. Students appreciate the advice they receive in choosing courses of study and in deciding their future pathways.

Leadership and management

Grade: 1

The headteacher has built a very strong team of senior leaders who share her vision and commitment. The college is forward looking and ambitious, constantly striving to be innovative and creative, an attribute evident in both staff and students. This is also reflected through the college's specialist status, particularly in relation to enterprise, which is very successful in raising the aspirations of students. Key to its success is the exemplary way in which the college reviews its performance and uses a wide range of data to set challenging targets for improvement. Resources are deployed very efficiently, for example to keep class sizes relatively low and to support participation in extra-curricular activities through the provision of additional student transport. Governors play an important role in monitoring and evaluating the college's performance and they are developing well their ability to evaluate the effects of a range of school policies. The college is very active in promoting strong community cohesion at a local level and has forged links with global communities, for example through contact with local Polish children and their families. Links with wider British communities are less developed. The school is very effective in enabling all groups to take part in college life, including wheelchair users, students who speak English as an additional language and those with learning difficulties and/or disabilities.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	1	1
The capacity to make any necessary improvements	1	1

Achievement and standards

How well do learners achieve?	1	2
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	1	2
How well learners with learning difficulties and/or disabilities make progress	1	

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	1	
The extent to which learners enjoy their education	1	
The attendance of learners	2	
The behaviour of learners	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex B**Text from letter to pupils explaining the findings of the inspection**

24 January 2009

Dear Students

Inspection of Treviglas Community College, Newquay TR7 3JA

As you know, your college was inspected on 21 and 22 January. I am writing to let you know the judgements which the team of inspectors made about your college. I thank those of you who helped the inspection by showing us around and by talking to us about your work and life at the college. Many of your parents or carers returned a questionnaire and we also took their views into account when making judgements.

Treviglas Community College provides an outstanding education. You and your parents are rightly proud of what the college has to offer. The exceptional range of courses and activities helps all of you, whatever your interests or capabilities, to enjoy college life and to achieve. The college is very good at getting you to aim high and at making sure you get the right support to achieve your best. As a result, you make excellent progress and gain impressive results in examinations, particularly at the end of Year 11.

The college's business and enterprise work is very effective in helping you to develop skills that will be useful in your future employment, for example, through the vocational courses, links with the community and the 'Treviglas Bank'. Inspectors were impressed with the mature way in which you took on responsibility, both in the college and the local community. We thought your behaviour and attitude to learning were excellent.

The college is extremely well led and teachers keep thinking how they can make the college even better. They are working hard to make sure that the very best teaching and learning take place in all lessons. You can help by continuing to work hard. Also, whilst the college has excellent links with the local community, it recognises that some further work is needed to help you become more aware of the different cultural traditions in wider Britain.

Yours faithfully

Andrew Redpath

Her Majesty's Inspector