26 May 2010

Mrs K Ross
Acting Headteacher
Treviglas College
Bradley Road
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Cornwall
TR7 3JA

Dear Mrs Ross

Ofsted 2009-10 survey inspection programme: good practice in literacy

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 28 January 2010 to look at work in literacy.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with you, senior leaders, leaders of literacy and inclusion, and students; scrutiny of relevant documentation; analysis of students' work; and observation of seven part-lessons.

Features of good practice

■ You and your staff are clearly determined to enable all students to reach or exceed national standards of attainment in literacy. In particular, to narrow the attainment gap for those students who are most at risk of falling behind. There is a whole-school approach to raising achievement in literacy which has a positive impact on all students.

■ The school has made significant headway in personalising the curriculum pre- and post-16 to maintain a focus on students' literacy skills. There has been some innovative work in developing the enterprise curriculum at both pre- and post-16 that has secured outstanding outcomes in English at Level 2 and Level 3 for students who may otherwise have fallen further behind their peers. These students are equipped exceptionally well for their future economic well-being. They are literate, confident and have a skills set valued by the local business community. The result is that 100% of students aged 16 go on into education, employment or training.

- Assessment is rigorous. It extends to speaking and listening and the close monitoring of literacy skills in the thematic curriculum. The English faculty operates a 'stage not age' approach to grouping Year 7 and Year 8 students. Students are positive about this. They know how well they are doing. Marking of written work and assignments gives them a clear indication of their level, what they have achieved and what they need to do to improve.

- For those students struggling with English in Year 7, there is a highly successful programme of booster sessions after school. All but a few have re-engaged with English and are ambassadors for how well the school has supported them to turn their learning around.

- The Effective Learning Centre is at the heart of supporting the social and emotional aspects of literacy for the most vulnerable. Considerable effort goes into creating a timetable which supports these students to achieve well in lessons.

- The school's commitment to training and development ensures that staff have an excellent understanding of literacy learning. Close working relationships between the faculties result in impressive teamwork and frequent professional discourse on the most effective teaching and learning strategies to further develop students' skills in literacy.

Areas for development

- We discussed the significant barrier to continuity in learning on transfer into Year 7 from 14 primary schools, particularly for those most at risk of falling behind. However, much has already been done to improve transition arrangements through the local learning partnership. The school is rightly prioritising the development of a common curriculum at Year 6 and Year 7 to support students' progress in literacy.

As I explained previously, 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

Jonathan Palk
Her Majesty's Inspector