

# Newquay Tretherras

Trevenson Road, Newquay, Cornwall, TR7 3BH

**Inspection dates** 17–18 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a good and improving academy. The headteacher has high expectations of staff and students. She has built a team which is committed to improving the quality of teaching and increasing the rates of progress made by students.
- Students achieve well. From average starting points, students make good progress so that, by the end of Year 11, they reach standards which are above average in most subjects.
- Teaching is almost always good or better. Teachers know their subjects and students well. Students who fall behind with their work are well supported to catch up.
- Students behave well in lessons and around the school. They have good attitudes to learning and get on well together.
- The sixth form is good. Students achieve well at A level and increasing numbers go on to university.
- Parents have a strong belief in the ability of the school to teach and look after their children well.
- Governors are well informed about the academy's work and consistently challenge the school to raise its expectations of students and staff.
- Spiritual, moral, social and cultural provision is outstanding.
- Extra-curricular opportunities are outstanding.

### It is not yet an outstanding school because

- The work set by teachers does not always stretch more-able students. This means that they do not make as much progress as they should.
- A minority of students in the sixth form do not progress as rapidly as younger students.
- Students do not receive consistent advice about how to improve their work.
- A minority of students in receipt of the pupil premium do not attend as regularly as their peers.

## Information about this inspection

- Inspectors observed 52 lessons, of which 21 were joint observations with senior leaders. In addition, the inspection team observed areas around the academy at break and lunch time.
- Inspectors also looked at examples of students’ work and case studies. The quality of marking and written feedback was noted.
- Meetings were held with three groups of students, four governors, including the Chair of the Governing Body, senior and middle managers.
- Inspectors took account of the 179 responses to the online questionnaire (Parent View) and 88 staff questionnaire responses. Inspectors received a complaint from a member of the community relating to the possible sale of land belonging to the school. This complaint falls outside the scope of the inspection.
- Inspectors observed the academy's work, and looked at a number of documents, including the academy’s self-evaluation and development plan, the academy’s own data on students’ current progress, monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

John Mallone, Lead inspector	Additional Inspector
David Howe	Additional Inspector
Justine Hocking	Additional Inspector
Marian Marks	Additional Inspector
Terry Payne	Additional Inspector

# Full report

## Information about this school

- Newquay Tretherras is a larger-than-average comprehensive school. It converted to become an academy on 1 April 2011. When its predecessor school, also called Newquay Tretherras, was last inspected by Ofsted it was judged to be outstanding.
- Most students are White British. The number of students from a minority ethnic background is small and few speak English as an additional language.
- The proportion of disabled students and those who have special educational needs and are supported through school action is above average. The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The proportion of students eligible for the pupil premium, which provides additional funding for children in the care of the local authority, service children and for students known to be eligible for free school meals, is below the national average.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- The academy has some students who receive alternative education, using the services of Cornwall College.
- The headteacher is a National Leader of Education and the school has been designated a National Support School.

## What does the school need to do to improve further?

- Continue to increase the proportion of outstanding teaching and further accelerate students' progress in all classes by:
  - making more consistent use of information from assessments to set work at the right level for all students
  - always providing opportunities for students to respond to teachers' marking.
- Continue to improve the impact of leadership and management by:
  - making more systematic use of information about students to increase rates of attendance of vulnerable students
  - rigorously monitoring and tracking students in the sixth form to ensure that they make as good progress as those in the rest of the school.

## Inspection judgements

### The achievement of pupils is good

- Students join the academy in Year 7 with broadly average attainment and achieve above average GCSE results in Year 11. The proportion of students gaining five A\* to C grades at GCSE, including English and mathematics, is above the national average. There is evidence that teaching has improved and that more students are now making good or better progress than at the same point last year.
- The academy enters some of its students early for GCSE mathematics. This enables high-ability students to make more rapid progress.
- Students have performed at average levels at A level, but below average at AS level. This is due to the numbers of students placed on academic courses which were too challenging. The academy now demands higher qualifications for acceptance onto academic courses in Year 12 and has broadened the range of options to include more applied A levels and vocational courses.
- Performance varies between different subjects. The academy accurately identified subjects where achievement was weaker and took steps to improve progress of students and the standards they reach. As a result, in 2013, students achieved better at GCSE level in a number of subjects, including drama, English, geography and history.
- Boys do not perform as well as girls at GCSE. In 2013, this gap widened. Throughout the academy, steps have been taken to make work equally interesting for boys and girls. As a result, boys' achievement in English and mathematics is now much closer to girls'.
- The gap in attainment between students receiving the pupil premium and others widened slightly from 2012 to 2013. In both English and mathematics, these students were on average two thirds of a grade behind their classmates in 2013. There is evidence that this gap has been greatly reduced for those students in the current Year 11 and lower down the school.
- Last year, support for weaker readers in Year 7 meant that they are reading more often than they had been and are now better at recognising letters and the sounds they make, and have less difficulty with some combinations of letters and in breaking down words to sound them out. The academy plans to continue to support weaker readers in this way.
- The academy provides extra support for disabled students and those who have special educational needs. They make good progress because their work is broken down into sufficiently small steps, with further targets identified and reviewed regularly. Those with more complex learning difficulties are supported effectively so that they make the progress of which they are capable. Students who are supported at school action plus make very good progress. The nurture base provides a supportive environment at break and lunch time.
- The small numbers of students who study courses with an alternative provider achieve well and their progress is closely monitored. In 2012, few students were not in education, employment or training when they left Year 11. This is due to the guidance that they receive and the appropriate courses that they study.
- The artwork on display around the academy enhances the environment. Assemblies have a strong moral character and contribute significantly to the academy's ethos. Large numbers of students take part in the abundant after-school events, especially in sport, drama and music.

### The quality of teaching is good

- Where teaching is good or better, teachers move learning forward at a fast pace and use a variety of activities to engage students' interest and plan work that matches individuals' needs and abilities. Teachers' strong subject knowledge and their use of humour help to create lessons which students enjoy. Relationships are good and collaborative work is a strength.
- Teachers have very good subject knowledge and plan lessons carefully. When teachers do not plan lessons which address the needs of individual students, those who struggle and more-able

students do not make enough progress.

- Teachers know their students as individuals and use questioning effectively to check their understanding. When questions are tailored to individuals' needs, and when students are given the opportunity to collaborate, progress is quicker. When teachers' questions are less probing and not targeted at individuals' needs, progress is slower, especially for more-able students.
- The quality of marking varies between subjects and teachers. The best marking clearly identifies what students have done well and what they need to do to improve, and then gives students the opportunities to make those improvements.
- The academy works hard to educate students about life in other countries. Lessons and assemblies frequently draw on events abroad, for example in Syria and Egypt. There are opportunities for students to travel overseas, including exchanges with European countries and expeditions to other continents.

### **The behaviour and safety of pupils are good**

- Behaviour in lessons and around the academy is good. Students are courteous and respectful to one another, to staff and visitors.
- Sixth form students have a number of responsibilities. They act as prefects, and 'buddies' to vulnerable younger students. They provide support in lessons both within the academy and local primary schools. Some act as assessors on the Duke of Edinburgh award scheme. There is a student reps system which feeds into the academy's council.
- More vulnerable students, disabled students and those who have special educational needs are well supported. They socialise and study with other students. The nurture base provides a caring, calm environment for them at break and lunch time.
- Bullying is uncommon, incidents of racist and homophobic bullying are very rare and the academy deals with these effectively. Students know how to identify bullying and where to turn for support when it occurs. The academy has worked to protect students when they are online and to give them ways of dealing with cyber bullying.
- Attendance has improved gradually over the last three years, but is still below national averages. Persistence absence is a problem, particularly for students in receipt of the pupil premium. Some families still take holidays in term time without permission.
- The number of exclusions is very low. This is, in part, due to the caring relationships fostered by staff and early intervention when there are difficulties.

### **The leadership and management are good**

- Senior leaders have an accurate understanding of the academy's strengths and weaknesses and have clear plans to address areas of concern. They are committed to raising standards and work closely with department leaders to bring this about. They have introduced a system for setting more ambitious targets and a common format for planning lessons, with a special emphasis on checking understanding. Teaching has improved across the school as a result.
- The academy's curriculum is broad and balanced. There are opportunities for students to follow three pathways: the academic; the applied academic; and the vocational; both in the main school and in the sixth form. Students receive good advice to guide their choices.
- The academy is active in the promotion of reading. There are dedicated tutor times for individual reading and the librarians organise regular visits from authors, reading groups linked to other schools and visits to bookshops. Some of this work is targeted at boys and more vulnerable students. It is partly as a result of this work that standards in English are rising.
- The academy's systems for analysing and monitoring students' progress are robust. As a result, achievement is improving.
- The feedback offered by senior leaders on lesson observations is of high quality. The

introduction of a new lesson planning format and the coaching of teachers have led to almost all lessons now being judged as good or outstanding. This has led to a significant rise in achievement.

- The academy has used the pupil premium to improve achievement in English and mathematics by providing one-to-one sessions with specialist teachers, extra reading lessons and extra revision. It has also ensured that parents are aware of the need for their children to attend school at all times. There are good systems for monitoring students' progress.
- Teachers support local primary schools by providing lessons in English, mathematics, French and sport. There are plans for the academy to form a trust with its largest feeder primary.
- There are new systems for managing the performance of teachers and to give pay rises when these are justified. Teachers report that these systems contribute to improving their professional development by clearly linking targets to the national Teachers' Standards.
- The spiritual, moral, social and cultural provision is outstanding. Assemblies have a strong moral tone and provide students with opportunities to reflect on important spiritual matters. There is a dedicated team of teachers who ensure that these aspects of the curriculum are given due importance and taught coherently. Take up of philosophy and ethics at GCSE is high as a result.
- Extra-curricular provision and participation are outstanding. Two thirds of students regularly attend after-school clubs. There are numerous opportunities for both competitive and non-competitive sport. More than half the students represented the academy at sport last year. Over 400 students participate in the Duke of Edinburgh's award scheme. Many students take part in theatrical and musical events, even including an overseas tour by the jazz band.
- The academy leads the local sports network, organising competitions and training for teachers.
- Although assessment has been the subject of a whole-school focus, checks on the quality of marking by senior and department leaders have not increased its consistency enough. Some teachers need more training and opportunities to work together to share the best examples of marking. In particular, there should be greater emphasis on providing students with opportunities to improve and develop their work in response to teachers' comments.
- The academy encourages students to take on responsibilities, for example by becoming prefects, organising fundraising activities for charity and taking part in challenges such as The Green Power Energy Challenge and the Young Enterprise Scheme, where school teams have reached national and European finals.
- This year, the academy's improvement partner has supported the school by working with English, history, geography and drama teachers. This work has contributed to rising standards in these subjects.
- The academy's arrangements for safeguarding students meet all current regulatory requirements.
- **The governance of the school:**
  - Governors take a keen interest in, and have a good understanding of, the way the academy works. They work closely with the senior and department leaders and meet with them regularly so that they know about the quality of teaching. Governors know how well students are achieving, including those in receipt of the pupil premium, and stringently challenge senior leaders to improve the rate of progress. Governors have a good understanding of the new system for managing teachers' performance and teachers' pay. They closely monitor the academy's budget, including the spending of money from the pupil premium, and are active in seeking ways to solve problems. All governors receive regular training.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136533
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	426857

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

<b>Type of school</b>	Academy Converter
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,650
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Karkeek
<b>Headteacher</b>	Mrs S Martin
<b>Date of previous school inspection</b>	Not previously inspected
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