

Clyst Vale Community College

Station Road, Broadclyst, Exeter, EX5 3AJ

Inspection dates 04–05 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students in this college achieve well and thrive in a highly supportive and well-ordered community.
- GCSE examinations results in 2014 were well above the national average, including in English and mathematics.
- Teaching skills have improved since the last inspection, especially in English. Levels of support for students in their learning are high.
- All groups of students currently in the college make good progress from their starting points, which are often higher than the national average.
- Disadvantaged students and those with special educational needs are given the help they need to overcome difficulties and to catch up in their learning. Those students attending the hearing impaired support unit are very well supported.
- Within the local community, the college has a reputation for good behaviour. Inspection evidence shows that this is rightly so. Standards of student conduct are high as are levels of courtesy, consideration and kindness to others.
- The Principal has ensured that the college provides a safe and stimulating environment in which students are motivated to learn about their world and how they can contribute to it. He has also ensured that standards of teaching and learning have improved so that they are now good.
- All leadership across the college has improved. Governance is purposeful and is informed by a clear understanding of how well the college is performing.
- The outstanding leadership of the sixth form has brought about significant improvement to the progress of students and in the overall provision.

It is not yet an outstanding school because

- Although most students make good progress in their learning, not all achieve their full potential. In particular, not all of the most able students reach the highest levels of which they are capable. Similarly, not all disadvantaged students have yet made rapid enough progress to maximise their GCSE grades.
- While there is some excellent practice in giving feedback that accelerates students' progress in their learning, this is not yet fully embedded across the college.
- Not all leaders across the college are sufficiently rigorous in checking that their work to improve teaching and learning is successful.
- Governors do not check precisely enough that extra government funding is spent in the best ways possible to help students catch up in their learning.

Information about this inspection

- Inspectors collected a wide range of evidence about the quality of teaching and learning, including from visits to 34 lessons and other activities. Members of the senior leadership team joined inspectors for around a third of these. As Years 11, 12 and 13 students were on study leave, no lessons were observed for these year groups. Similarly, inspectors were unable to observe Year 8 lessons as this year group was on a residential trip.
- The views of students were gathered by talking to them informally in lessons and around the college and also more formally in three meetings with students of different ages. The results of student surveys conducted by the college were read.
- Inspectors took into account the views of 101 parents who responded to Parent View and those gained from a letter and a telephone conversation. They also examined the views of parents collected by the college through their own surveys.
- Inspectors talked to many members of staff and studied the 71 staff questionnaires that were returned.
- A discussion was held with the School Improvement Partner about his work with the college and his views on improvements that have been made.
- Inspectors held meetings with key leaders and groups of staff and also read a wide range of documentation including the college’s self-evaluation and plans for improvement, records of student achievement, behaviour and attendance, safeguarding policies and information and the minutes of governing body meetings.

Inspection team

Jacqueline Goodall, Lead inspector	Additional Inspector
Ann Sydney	Additional Inspector
Paul Holroyd	Additional Inspector
Stuart Wilson	Additional Inspector

Full report

Information about this school

- This academy is slightly larger than the average-sized secondary school, with just over 950 students. Of these, 170 students attend the sixth form.
- Nearly all students are of White British background and speak English as their first language.
- The college has been awarded the Investors in People gold award and also has Thinking School status.
- The proportion of students who are eligible for pupil premium funding is well below the national average. The pupil premium is extra funding provided to schools to support looked after children and those eligible for free school meals. Within this report, students eligible for the pupil premium are referred to as disadvantaged students.
- The proportion of disabled students and those with special educational needs is slightly above the national average. There is a support unit for hearing impaired students at the college with four students on roll currently. Students are fully integrated into the main educational provision but receive specialist support, including through the use of British sign language.
- Around one in seven students who join the college in Year 7 receive catch-up funding, which is for students who did not achieve the nationally expected level in English or mathematics at the end of primary school.
- A very small minority of students attend work-related courses at Exeter College.
- The Central Devon Personalised Learning Service supports a very small group of students with medical needs or who are at risk of exclusion. This provision varies in type according to the needs of the students.
- The Principal is the safeguarding representative for Devon Association of Headteachers (DASH).
- The college meets the current government floor standards which set the minimum expectations for students' attainment and progress. Achievement in the sixth form meets the required interim standards.

What does the school need to do to improve further?

- Enable all students, including the most able and those who are disadvantaged, to make outstanding progress by ensuring that:
 - staff and students are highly ambitious and aim only for the maximum levels of achievement possible
 - all teachers provide focused feedback following marking and then check that students respond and move on rapidly in their learning
 - all leaders of subjects and other areas make regular and rigorous checks on the impact of their work to improve teaching and learning.
 - governors check rigorously that the ways in which extra government funding is spent result in rapid and sustained gains in the achievement of students.

Inspection judgements

The leadership and management are good

- The Principal leads the college with strong moral purpose. He has established a well-ordered and inclusive community in which every student is safe, well supported and encouraged to participate fully in college life. Students are also equipped with the skills and qualifications necessary to make a success of their future lives. Supported well by his senior leadership team and governing body, he has raised standards in teaching and learning to secure good GCSE results and outstanding student progress in the sixth form.
- In the last two years, teaching has improved significantly, especially in English, and this is because staff have been trained and focused on raising standards. Teachers are held to account more stringently on their performance with targets for improvement aligned with the learning needs of students.
- Most subject leaders check that teachers help students to learn rapidly. Similarly, other team leaders do not only centre their work on student care and support, but also on their achievement. Some leadership is excellent, especially in the sixth form, but not all leaders are as skilled. Some leaders do not check rigorously enough that the work of their teams is bringing about rapid improvement. Ongoing plans to secure outstanding leadership throughout the college are in place and are having a positive impact.
- Support for individual students is strong, in keeping with the college's priorities of inclusion and provision of equal opportunities. Vulnerable students are cared for superbly to help them overcome difficulties and to combat discrimination of any kind. Extra funding for disadvantaged students is used to good effect. Although in recent years not all of these students have achieved well enough in their GCSEs, the additional support provided is now enabling many more to catch up with their fellow students of similar ability.
- Students are taught a broad range of subjects. From Year 9 onwards, students have a choice of suitable GCSE subjects. Nearly all students study two languages in Key Stage 3. From Year 10, nearly half of all students study a language and most also take either history or geography to encourage qualification for the English Baccalaureate (EBACC). In recent years, some students did not take at least eight GCSEs but followed alternative courses to help them achieve. This has now been changed so that nearly all students will achieve a full set of GCSE qualifications. A few follow more appropriate work-related courses.
- Advice and guidance on careers throughout the college is strong and is enhanced by a range of work-related learning activities such as work experience, talks, visits to universities and enterprise activities on deep learning days. Provision is not yet outstanding because the college does not analyse fully the destinations of those leaving the college to inform a full evaluation of careers advice and guidance.
- Students benefit from a range of lunchtime and after-college activities such as extensive sport opportunities, performing arts and many interest groups including computer games for girls and Amnesty International. These are hugely enjoyed by students. The National 4 x 4 Landrover in Schools group has made a significant impact on the confidence, personal and academic skills and employment prospects of the students concerned; these students are the national champions.
- To prepare students thoroughly for their future lives in modern Britain, they are not only helped to achieve highly. Their personal and social development is also fundamental to their education. Of particular value are the active link with a school in Kenya and deep learning days. The latter provide highly motivating and thought provoking experiences for students. The 'Day of Evil' activities were particularly effective in highlighting issues such as conflict between different religions and extremism.
- Leadership of the sixth form is outstanding. The progress of students is well above national average and standards of teaching and learning overall have improved significantly. There are high expectations of students both in attitudes and achievement. Provision includes a useful range of supplementary activities such as sport and preparation for university, including learning how to cook.
- The college works in partnership with the local authority although support for vulnerable students has been limited at times. The School Improvement Partner provides valuable assessments and advice.
- The college collects the views of parents regularly and feedback is mostly very positive. Leaders demonstrate a genuine care for individuals which is reflected in their responses to parents' concerns.
- Safeguarding is a priority for the college and is effective in practice. This includes ensuring that those going off site for courses are kept safe by monitoring attendance and behaviour rigorously.
- **The governance of the college:**
 - Governors have undertaken training to improve their understanding of achievement summaries both from the college and the government. This has given them the skills and confidence to question college leaders about teaching and learning, so that they can monitor the work of the college more effectively.
 - Governors are actively involved in holding teachers to account for their performance. There are very clear procedures in place regarding the reward of outstanding performance both in terms of salary and commendations. They also ensure that unsatisfactory performance is addressed quickly and effectively.

- While governors now have a robust understanding of how well the college is performing, their evaluation of how extra government funding is spent is not yet precisely linked to the resulting achievement of students.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. Around the college, students conduct themselves very well, showing courtesy, kindness and consideration for all. Their liveliness reflects their positivity about the college and does not as a rule degenerate into misconduct. Students say that they thoroughly enjoy being at the college and value the considerable support of their teachers and other staff.
- Bullying is rare and students report that if it does happen, it is dealt with very quickly. Similarly, most students know that discriminatory behaviour and language are wrong and adhere to the college's high expectations of respect and tolerance. Overall exclusion rates are low.
- Students' attitudes to learning are mostly positive; they enjoy their lessons and are very punctual to classes. Most notably, students usually take pride in their work with some presentation being of an exceptionally high standard.
- Some students engage fully with their learning, taking responsibility for improving their work and actively seeking out resources and other support to help them learn. Not all students are as focused on improvement however. Some always rely on their teachers to provide the next steps rather than thinking things through and challenging themselves to improve.
- Most students attend well and the college takes steps to promote good attendance and its benefits.

Safety

- The college's work to keep students safe and secure is good. In particular, the college adheres well to safeguarding guidance to ensure that students are protected from risks as far as possible. Safeguarding is not yet outstanding as there are a small number of minor extensions, such as giving visitors safeguarding guidance, that would secure a fully rounded provision.
- Students say they feel very safe because there are few instances of bullying and the college is secure. Parents agree.
- Furthermore, the college sets a high priority on helping students to recognise and reduce risks in their current and future lives. This priority extends to issues such as e-safety and understanding extremism.
- A very small minority of students attend courses outside of college. These students are generally highly motivated and attend and behave well. This is checked daily.

The quality of teaching is good

- The quality of teaching is now good throughout the college. This is because college leaders have helped teachers to strengthen their skills in assessing students' progress and providing work to move them forward in their learning. As a result, levels of achievement are now higher, especially in English. Teachers help students to improve their reading and writing skills in all subjects. In geography and science, students apply and further develop the skills they have learnt in mathematics.
- There is a comprehensive range of information about students' learning which all teachers and leaders use to make improvements to planning and achievement.
- A whole college focus on marking and feedback is now firmly in place. Teaching is not yet outstanding because some teachers do not always provide sharply focused feedback to students with guidance for next steps following marking. Furthermore, teachers do not always check that students follow up their advice so that their learning is outstanding. When teachers are skilled in these techniques, students achieve highly, for example in English.
- Some teachers challenge and support all students well to help them achieve at the highest levels possible, especially the most able; not all are as ambitious, however. For example, in geography, lively and interesting activities motivate and challenge students whereas in history, expectations are not as high.
- The learning of disabled students and those with special educational needs is well supported, particularly in regards to those with hearing impairment. Specialised support enables them to access nearly all mainstream lessons and these students are making good progress in their learning. Provision for students with special educational needs is good but not outstanding. Provision is not checked rigorously enough to

ensure that students' needs are always met at the highest level possible in all areas.

- Disadvantaged students and those joining the college with low levels of achievement are supported well, especially in English and mathematics, through a range of actions. These include in-class support, 'Read to Learn' lessons in Year 7 and additional individual and group work.

The achievement of pupils

is good

- GCSE results in 2014 were well above the national average including in English and mathematics. Results have improved because of the college-wide focus on raising standards of teaching and learning.
- Although students have not made sufficient progress in recent years, this has been addressed and students currently in the college are making good progress. Achievement information is reliable and indicates that GCSE results will rise further in 2015 and beyond.
- Leaders have a comprehensive knowledge of each student because of the rigorous tracking system and this enables them to predict outcomes with confidence. The system also provides extensive information to help teachers plan appropriate work for individuals and groups so that they make good progress.
- Where achievement has been lower in subjects such as Spanish and history, the college has put in place improvement plans so that students are now starting to learn more effectively in these subjects.
- GCSE results have been lower for disadvantaged students than those of others in the college. In 2014, those joining the college with low levels of achievement made better progress than others nationally in English and mathematics, but those joining with Level 4 or above made less progress than others nationally. In both subjects, disadvantaged students as a group achieved just over one GCSE grade below others in the college and just less than a GCSE grade below others nationally. Gaps are closing rapidly in English and are small in mathematics. Disadvantaged students now make accelerated progress in line with others in the college.
- The high level of support for disabled students and those with special educational needs enables them to achieve mostly in line with others in the college. Those with hearing impairment made exceptionally good progress because of the highly specialised support provided by the support unit.
- The most able students gain a set of good or excellent GCSEs but not all achieve their full potential. The level of challenge is not always sufficiently aspirational to motivate and support them in their learning.
- Those attending courses off-site are successful in their studies because they are motivated to learn. This impacts positively on their in-college learning.
- Literacy is promoted strongly and low levels on entry are addressed swiftly to enable students to catch-up. The Read to Learn provision for all Year 7 students is particularly effective for all abilities. Numeracy is promoted well through subjects such as geography and science, although whole college provision is not as developed as for literacy. Students are not disadvantaged by early examination entries.

The sixth form provision

is good

- Outstanding leadership in the sixth form has brought about significant improvement in all aspects of the provision. Levels of progress from students' starting points are very high although results are sometimes below the national average. This is because of the inclusive nature of the sixth form where students have been allowed to attempt A-level courses at slightly lower entry grades than is usual. Although still aiming to be inclusive, there is far more guidance now in place to ensure that students are successful on their courses and this has significantly increased retention rates from Year 12 to 13.
- The quality of teaching has improved so that students are challenged and supported to achieve higher grades. Predictions for examination results show a sharp rise over the next two years. Students who have not already gained good GCSEs in English and mathematics are supported well to achieve success.
- There is an expectation that all students have a highly positive work ethic and the sixth form accommodation has been arranged to focus on supported study.
- Support for sixth form students includes high quality careers advice and guidance and a range of additional activities to promote personal and social development and to prepare them for life at university. A strong focus on keeping themselves safe is in evidence.
- Nearly half of Year 13 students have applied to top universities this year, reflecting students' increased aspirations. Sixth form students are significant role models to others in the college and take on a wide range of leadership and other activities.

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

Unique reference number	136638
Local authority	Devon
Inspection number	462495

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

Type of school	Secondary
School category	Academy converter
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	955
Of which, number on roll in sixth form	170
Appropriate authority	The governing body
Chair	Simon Sanger-Anderson
Headteacher	Kevin Bawn
Date of previous school inspection	3–4 July 2013
Telephone number	01392 461407
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