

Paignton Community and Sports College

Inspection report

Unique Reference Number	113528
Local Authority	Torbay
Inspection number	338197
Inspection dates	4–5 May 2010
Reporting inspector	Paul Sadler

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

Type of school	Secondary
School category	Community
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	1546
Of which, number on roll in the sixth form	202
Appropriate authority	The governing body
Chair	Iris Butler
Principal	Jane English
Date of previous school inspection	13–14 September 2006
School address	Borough Road Paignton Devon TQ4 7DH
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Introduction

This inspection was carried out by six additional inspectors. They observed 44 lessons taught by 41 teachers. Meetings were held with staff, governors and groups of students. Inspectors observed the school's work, and looked at a wide range of data and documentation relating to, for example, students' progress, strategic and teachers' planning and the college's evaluation of its work. The responses to questionnaires completed by staff, students and 150 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of vulnerable groups of students, especially those with special educational needs and/or disabilities
- the impact of budget reduction due to falling numbers of students on the quality of provision, including teaching quality, and hence on achievement
- the impact of the more personalised approach to curriculum planning and to care, guidance and support on students' achievement
- the impact of the sports specialism on the students' achievement, including in the sixth form.

Information about the school

This large college serves a coastal town. About 30% of young people in the area attend selective schools and the number of students attending the college has fallen by around a quarter since the last inspection in 2006. This has led to staff redundancies. The proportion of students with special educational needs and/or disabilities, including those with statements of special educational needs, is above average. Most commonly, their needs are emotional, behavioural and moderate learning difficulties. The proportion of students that join or leave the college other than at the usual times is well above average, as is the proportion of students in public care. A very large majority of students are of White British ethnicity.

The college is based on two sites which are about a mile apart, separated by busy roads. Few students travel between the two sites. The college has had specialist sports status since 2002. It holds a number of awards such as the recently attained Healthy School Community Impact, and Investors in Work Related and Enterprise Learning awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The college provides the young people it serves with education of outstanding quality. Under the excellent leadership of the principal, a very strong team of senior and middle leaders and governors has brought about strong and sustained improvement since the last inspection. This has occurred in very difficult circumstances, in which a diminishing budget has led to staff reduction involving redundancies at all levels including among senior leaders. This situation has been exceptionally well managed through detailed forward planning and the fostering of a climate of openness and fairness.

Attainment has risen steadily since 2007. In 2009, all students attained examination success at the end of Year 11 and the proportion attaining five GCSE passes was above the national average. There was good improvement in the proportions attaining good GCSE grades, including in English and mathematics, and a wide range of evidence shows that this improvement is on track to continue in 2010. Given the students' below average starting points, this represents good progress. A number of factors contribute to this success. Teaching is consistently good and a significant proportion is inspirational. Teachers have high expectations and excellent relationships with their students. High-quality teaching was demonstrated by a lesson in which Year 8 students were taught the important topic of safe use of the internet. The teacher's appropriate and direct approach and excellent use of resources held the students' rapt attention, and the inspector felt privileged to be present. The enthusiasm and dynamism of this teacher typified the commitment of staff.

Teachers use assessment very well, especially over the longer term, to plan work that meets students' needs. The use of marking and immediate feedback is more variable, resulting in some work that is untidy or incomplete. Students behave well and show an excellent understanding of healthy living, recognised in the Healthy School Community Impact Award and greatly enhanced by the college's excellent use of its sports specialism. As a simple example, a large number of indoor and outdoor table-tennis tables are available which are well used before and after college hours, and during breaks and lunchtime. Students also make an excellent contribution to the local and wider community, often through sporting links. This gives them opportunities to mix with those of other faiths and cultures, although when asked at random some students show limited understanding of other peoples.

Rigorous monitoring and evaluation of the college's work enable leaders to identify areas of weakness and take rapid and effective corrective action. All data are

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analysed for the impact on groups of students, especially those who have the greatest need. For example, in the recent past, slower progress was identified among some students with special educational needs and/or disabilities, and among certain groups of girls, and that the former group accounted for a disproportionate number of fixed term exclusions. Changes were made to the curriculum and the support these students were receiving, and the college can now demonstrate improved progress and reduced numbers of exclusions among these students. This is an example of the excellent care, guidance and support that students receive, which is also exemplified by the very low number of recent leavers that are not in education, employment or training. The curriculum has been imaginatively adapted to offer all students opportunities to develop their skills and interests, including through very effective partnerships with other educational establishments and providers.

The excellent governing body continually challenges the college to improve further, and meets its statutory responsibilities well, for example in ensuring that all students are kept safe, and in promoting community cohesion. The outstanding drive and ambition of senior leaders and governors, the high quality of monitoring and evaluation and its impact on promoting sustained improvement, and the effectiveness with which the budget reduction has been managed combine to demonstrate the college's outstanding capacity for further improvement.

What does the school need to do to improve further?

- Ensure that students' attainment continues to rise through:
 - enhanced monitoring of the quality and completeness of students' written work
 - widening the use of the effective approaches to marking and feedback already found in some lessons.
- Develop students' understanding of the range of faiths and cultures present in British society by expanding their opportunities to meet and work with a wide variety of people.

Outcomes for individuals and groups of pupils**2**

Students attain increasingly higher standards in their examinations. For example, attainment in GCSE in 2009 rose in both English and mathematics and there is good evidence from assessments completed and the college's tracking of progress that it is likely to rise further in 2010. This was confirmed by inspectors' scrutiny of students' work. National and school data also show that students' progress is consistently well above that expected. The attainment and progress of groups that have made slower progress in the past, such as some girls and some students with special educational needs and disabilities, have improved, as observed in a science lesson where lower attaining Year 8 students, some with special needs, showed a good understanding of levers and pivots. 'If it's twice as heavy, it needs to be half the distance from the pivot (to balance),' deduced one student. Student outcomes in the sixth form are

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good, as when travel and tourism students showed increasing confidence when handling data concerning types of tourism. Students show good skills when collaborating and learning independently, as when Year 9 students used a range of approaches when analysing a text, including taking on the role of a 'leader of learning', and when using new technology. Attendance has improved and is now in the average range. This is due to the very good strategies used to promote good attendance, such as the automated telephoning of parents when a student is absent without explanation. Taken together, these features mean students are well-prepared for their future economic well-being.

Behaviour is good and lessons have a calm, purposeful atmosphere in which students' progress is generally at least good and often outstanding. Inspectors saw no examples of poor behaviour and students say that, whilst it inevitably happens, they are confident that it will be dealt with effectively by staff. Students feel safe in the college and have a good understanding of how to stay safe, in part due to the excellent emphasis on healthy living. Students' excellent contribution to the community is made through a very wide range of activities, from working with local primary schools as sports leaders, to support for projects in Nigeria and Ethiopia. Students' spiritual, moral, social and cultural development is good, although some show limited knowledge of people of other cultures and faiths.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is consistently good and frequently outstanding. Teachers have very good

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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relationships with their students and understand and meet their needs effectively. Particular strengths are the use of new technology as a teaching tool and the use of questioning. In an outstanding design and technology lesson, the teacher carefully tailored his questioning to extend the wide range of individual understanding of each of the Year 7 students, although this was only the third lesson that he had taught the group. Teaching assistants are used well to support those who might struggle with the work. The college’s thorough analysis of data leads to all staff having a good understanding of each student’s progress, and all students are aware of their target grades and what they need to learn to attain them. Routine monitoring of classroom work and everyday marking are less consistent, leading in some cases to untidy presentation and incomplete work.

The outstanding curriculum meets every student’s needs, and excellent guidance enables them to make the right choices. More able Year 8 students were excited about the opportunity to study physics, chemistry and biology as separate subjects, whilst others have the opportunity to pursue interests such as horse management and riding, or the hair and beauty industry. It is this variety that has contributed to the college’s recent success in gaining the Investors in Work Related and Enterprise Learning award. The sports specialism is the catalyst for much of the college’s innovative work, such as through its close links with Torquay United Football Club. For example, a number of boys and girls have qualified as football referees. The college monitors the uptake of the wide range of additional activities provided out of college time, currently attended by two thirds of students.

Great emphasis is placed on ensuring that appropriate guidance and support are available to meet the needs of each student. A team of staff is dedicated to meeting the needs of students who arrive after the start of Year 7, whilst others focus on the needs of the considerable number who are in public care. The TICTAC Centre, where students can receive confidential advice and support on personal matters, was rightly praised in a report of the House of Commons Education Select Committee. Students, including those in the sixth form, and their parents are confident that they are well cared for and that help and advice will be available when they need it.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The principal and senior staff have worked assiduously since the last inspection to improve students’ outcomes and opportunities. There is a very strong emphasis on

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improving the quality of teaching and learning and evidence of rapidly improving achievement. Self-evaluation is highly reflective and effective in driving improvements, making use of challenging targets and regular reviews. Senior staff and middle leaders have high expectations and there is a shared sense of direction and a strong commitment to the ethos of the college. Good use is made of the college’s own resources to support high-quality teaching and learning, making use of relevant data to set realistic but attainable targets.

The promotion of equal opportunities is good. The college rigorously monitors and analyses students' outcomes and takes appropriate action to address areas of underperformance. Every effort is made to tackle any potential discrimination, especially in respect of students’ gender and differing talents. The nature of the sites and accommodation makes full disabled access difficult, but adaptations are made as necessary to meet the needs of individual students. Arrangements for safeguarding students fully meet all the current requirements.

Governors are knowledgeable and effective in shaping the direction of the college and ensuring the health, safety and well-being of staff and students. Their considerable skills and expertise are used well to support and challenge.

The college makes excellent use of its status as a specialist sports college, using additional resources wisely to benefit the college, the community and vulnerable students. The college works hard to engage with parents and the promotion of community cohesion is good, including supportive partnerships with local schools. Financial management is good and the national standard awarded in 2007 has recently been renewed for a further three years.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Sixth form

Students following the wide range of advanced and intermediate level courses in the sixth form make good progress from their starting points, attaining broadly average standards. Attendance is above average and students take a mature approach to their work. Some work of a very high standard was seen, such as textile designs completed in art. Students willingly take on responsibility and continue to engage in sports and other physical activity, using the sports specialism well. All teaching observed in the sixth form was at least good, and was characterised by high expectations and excellent relationships. The quality of assessment is high and students strive hard to attain their target grades. The high quality of care, guidance and support seen throughout the college continues in the sixth form, and the curriculum is further enriched by links with other schools, colleges and organisations.

Leaders and managers place a high priority on developing and nurturing the sixth form. Students are well known as individuals and thought is given to ensure that membership of the sixth form offers new opportunities and excitement for students, for example opportunities to develop leadership skills in an outdoor environment. The fact that almost all students are known to progress to worthwhile employment or higher education demonstrates the success of the approach. With further improvement in students' attainment the sixth form has the potential to be outstanding.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The inspectors' questionnaire was returned by only about 10% of parents and carers. Of those that responded, a very large majority said their children enjoyed the college and were kept safe, views with which the inspectors agree. A minority expressed concern about the way poor behaviour was handled and small minorities were concerned about other matters. The inspectors did not find evidence to support their concerns. However, the concerns over behaviour management were to some extent supported by staff and students and appear to reflect a view that small improvements in poor behaviour are too readily rewarded.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paignton Community and Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 150 completed questionnaires by the end of the on-site inspection. In total, there are 1546 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	35	75	50	13	9	6	4
The school keeps my child safe	41	27	99	66	7	5	2	1
The school informs me about my child’s progress	52	35	80	53	16	11	1	1
My child is making enough progress at this school	46	31	76	51	18	12	8	5
The teaching is good at this school	37	25	85	57	19	13	6	4
The school helps me to support my child’s learning	37	25	82	55	20	13	7	5
The school helps my child to have a healthy lifestyle	35	23	89	59	17	11	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	29	79	53	15	10	5	3
The school meets my child’s particular needs	46	31	76	51	19	13	5	3
The school deals effectively with unacceptable behaviour	39	26	71	47	22	15	10	7
The school takes account of my suggestions and concerns	34	23	80	53	19	13	4	3
The school is led and managed effectively	52	35	75	50	10	7	6	4
Overall, I am happy with my child’s experience at this school	56	37	72	48	12	8	8	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2010

Dear Students

Inspection of Paignton Community and Sports College, Paignton TQ4 7DH

Thank you for making us welcome when we visited the school recently. We would especially like to thank those of you who gave time to speak with us and to show us your work. We found you to be friendly, responsible and articulate young people.

We found that your college is outstanding.

These are some of the best things about it.

- You make good progress and reach average standards in GCSE, A level and other examinations. You use your skills in an excellent way to prepare yourselves for adult life.
- You make an outstanding contribution to the community. We were very impressed with the work you have done to promote sport across Torbay. Because of the sports specialism, you also keep yourselves healthy and fit.
- You are offered an excellent range of courses and the guidance you receive is also excellent, so almost all of you go on to worthwhile jobs or education when you leave the college. The sports specialism is outstanding and offers you a great range of opportunities.
- The teaching is good and most of you get on really well with the staff.
- Almost all of you say you feel safe in college and your parents agree that this is the case.
- You behave well in and out of lessons.
- The leadership of the principal, senior staff and governors is excellent. The staff care for and want the very best for all of you. You may not realise the difficulties they have faced, as falling student numbers mean less money and fewer jobs. This has been handled exceptionally well.

We have asked the college to do two things to make it even better. We have asked that your work is monitored through improved marking, as some is untidy and incomplete. We have asked that you are taught more about people of other faiths and cultures in Britain. A link with a college in Bristol is planned to help with this.

Yours sincerely
Paul Sadler

Lead inspector

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