

# Inspection of Launceston College

Hurdon Road, Launceston, Cornwall PL15 9JR

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Inspection dates: 10 and 11 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Relationships between staff and pupils are typically warm and mutually respectful. Pupils value the support they receive from staff. Most pupils attend school regularly and are punctual at the start of the school day and to lessons.

Pupils know exactly how they are expected to behave at school. Most pupils meet the very high expectations that leaders have of them. Staff and pupils alike say that behaviour has improved recently so that they can concentrate on learning.

Bullying is uncommon. Some pupils and parents are unsure how bullying is dealt with if it does occur. However, most agree that bullying is stopped promptly.

Many pupils, including those with special educational needs and/or disabilities (SEND), take part in clubs and activities. There are many opportunities for pupils to develop their sporting talent and for outdoor education in particular.

Pupils attending the specially resourced provision for pupils with SEND (specially resourced provision) are included in all aspects of school life. They take up leadership roles and attend clubs alongside their peers. There are also adapted activities available to provide extra support to those who would not otherwise be able to take part.

## **What does the school do well and what does it need to do better?**

All pupils, including those with SEND, follow a broad and ambitious curriculum. They learn new knowledge in a logical order. Pupils build on what they already know. Students in the sixth-form study for qualifications that are well matched to their future aspirations. The work they complete is suitably demanding. Pupils attending the specially resourced provision follow a curriculum that meets their needs and capabilities.

Teachers check what pupils have remembered. They identify and fill gaps in pupils' learning. Misconceptions and errors are corrected promptly. Pupils work is typically of a high standard. Most pupils can make links between content they have learned. However, sometimes pupils do not have the opportunity to develop their understanding effectively.

Leaders have prioritised reading. All pupils read often during the school week. The books pupils read with their tutors expose them to many different authors, text types and genres. However, many pupils do not enjoy what they read. Pupils who do not read well enough get the help they need to catch up. Leaders identify the precise areas that those behind with reading need to focus on. Expert staff help them to become more confident readers.

Most pupils behave well and show positive attitudes to their learning. For example, when pupils 'turn and talk' they are very keen to share their learning and ideas with their peers. Pupils and staff alike agree that they can focus on learning without distraction. However, a small number of pupils find it very challenging to meet the very high expectations that leaders have of their behaviour. As a result, they sometimes miss valuable curriculum time. This has an impact on their learning.

The curriculum prepares pupils well for life in modern Britain. They learn useful knowledge about people from different backgrounds and faiths. Pupils know about the importance of tolerance and respect. They understand democracy and the value of being an active citizen. Leaders know that a minority of pupils sometimes use derogatory language. Their response shows that these incidents are not tolerated. The 'journey of life' curriculum for sixth formers prepares them well for their increasing independence.

Leaders have developed careers education that gives pupils the knowledge they need to make informed choices about their next steps. Pupils using the specially resourced provision are also well prepared. They learn the skills that they will need as they move into adulthood. Sixth-form students value the support they get. Most secure places at university, apprenticeships or in employment.

Governors and trustees have the expertise and oversight they need. They provide both challenge and support. Leaders understand the strengths and areas for development of the school. They have brought about significant improvement in the school. Staff have tangible examples of how their workload has reduced. They understand the rationale for changes leaders have made and feel the benefits of these. Parents are less positive about the way in which leaders have engaged with them. Some parents feel that leaders are not responsive when contacted.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff know how to identify signs that pupils are at risk of harm. They report concerns promptly. Leaders make appropriate, timely referrals to safeguarding partners. They are diligent in following these up when required.

The curriculum raises pupils' awareness of potential safeguarding risks. Pupils know who to go to if they need help. Leaders respond quickly to areas of particular concern that arise. They pro-actively encourage pupils to share any concerns they have.

Staff and volunteers are checked to ensure their suitability for working with children. Governors have sufficient oversight of safeguarding arrangements at the school.

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

### (Information for the school and appropriate authority)

- Sometimes, teaching does not allow pupils to deepen their understanding. Pupils do not have sufficient time to apply what they have learned. Consequently, they do not always learn well. Leaders need to ensure that the curriculum enables pupils to apply their knowledge over time and in a variety of contexts.
- A minority of pupils find it challenging to meet the high expectations for behaviour. When this occurs, those pupils miss curriculum time. As a result, they are not making as much progress as they could through the curriculum. Leaders need to ensure that all pupils experience the full curriculum.
- Of those parents who gave their views of the school during the inspection many are dissatisfied with communication. Some parents do not have confidence that issues they raise will be resolved. Leaders need to improve communication with parents so that parents know that their concerns have been dealt with.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139155
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10256616
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1376
<b>Of which, number on roll in the sixth form</b>	123
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Elaine Marshall
<b>Principal</b>	Jenn Burn
<b>Website</b>	<a href="http://www.launceston-college.cornwall.sch.uk">www.launceston-college.cornwall.sch.uk</a>
<b>Dates of previous inspection</b>	10 and 11 March 2020, under section 8 of the Education Act 2005

## Information about this school

- The school uses four registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, senior leaders, members of the local governing body, trust leaders and a representative of the board of trustees.
- Inspectors carried out deep dives in these subjects: physical education, mathematics, English, science, geography and modern foreign languages.
- Inspectors also visited assemblies, tutor time and the morning greeting.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Inspectors spoke with representatives from a sample of the alternative providers used by the school.
- Inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View, and the views of staff and pupils in Ofsted's online survey. They also considered the views of parents in letters submitted.
- Inspectors visited the specially resourced provision on both days of the inspection.
- An inspector visited an off-site provision run by the school.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Victoria Griffin	His Majesty's Inspector
Matthew Collins	Ofsted Inspector
Anna Mills	Ofsted Inspector
Ray Hennessy	Ofsted Inspector

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