

Inspection of Newton Abbot College

Old Exeter Road, Newton Abbot, Devon TQ12 2NF

Inspection dates: 12 and 13 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

The headteacher at this school is Amy Grashoff. This school is part of the Ivy Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Katy Quinn, and overseen by a board of trustees, chaired by Anthony Smith.

What is it like to attend this school?

Newton Abbot College is determined that all pupils should leave the school well prepared for their adult lives. The school, with the support of the trust, has reviewed the curriculum to ensure that it is broad and ambitious. This has raised outcomes for pupils and sixth-form students. The school understands the importance of continuing to support pupils to achieve well across all areas of the curriculum.

The school has high expectations for pupils' conduct both in and out of lessons. Pupils and staff appreciate the clarity and fairness of the systems used to address any incidents of poor behaviour. The school provides individuals with the support that they need to improve their behaviour so that incidents are not repeated. As a result, the school is calm. Pupils and staff have positive relationships with each other that mean pupils feel safe.

The school offers a variety of extra-curricular activities that pupils increasingly take advantage of. Clubs such as the 'train club', water polo and sign language develop pupils' interests. School productions bring pupils together to develop their talents. Pupils feel heard by adults and appreciate that changes are made because of their feedback.

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

Each subject has set out the important knowledge that pupils will learn and when. Staff are well trained to teach the curriculum and check that pupils have understood their learning. Opportunities to revisit topics mean that pupils generally recall their learning well over time. For example, pupils develop a more sophisticated understanding of colour theory in art. However, pupils do not have regular opportunities to discuss their learning with others. This is hindering their ability to debate issues or deepen their understanding of the more complex topics.

The school quickly identifies the needs of pupils with special educational needs and/or disabilities. Teachers know pupils well and use their knowledge of pupils' individual needs to adapt the curriculum effectively. Pupils receive additional support when required. For example, through the recently opened Rosehill Learning Hub. As a result, the school is inclusive and disadvantaged pupils learn as well as their peers.

The school has selected a list of books for pupils and sixth-form students to share to encourage them to read more widely. These explore a range of themes and introduce different cultures. The weakest readers are supported to develop their confidence and fluency. This means that all pupils can access the academic texts they are introduced to across the curriculum.

Attendance is a school and trust priority. Leaders communicate their high expectations for attendance with pupils and families. The school now closely tracks the attendance of all pupils. This ensures that there is now more timely and appropriate support put in place than previously. This has resulted in some improvements in attendance and a reduction in persistent absence.

The school's 'values' curriculum supports pupils of all ages to learn about life in modern Britain and their own place within it. It includes opportunities to consider different religious and moral viewpoints. Pupils are taught how to look after their own health and keep safe, including online. They develop an age-appropriate understanding about healthy relationships. Pupils are confident in their understanding of the fundamental British values. They can relate them to the school values and their own lives. The school regularly reviews this curriculum to include topics that are relevant to pupils' own experiences. For example, addressing concerns about vaping.

Pupils understand the importance of tolerance and respect. For example, they recognise the protected characteristics and why they are important within an inclusive society. Bullying is never tolerated by the school. Pupils are confident to report concerns. The anti-bullying ambassadors provide peer support and lead assemblies for younger pupils.

Pupils in all year groups receive impartial careers information, advice and guidance. This means that they learn about the world of work, including apprenticeships. Sixth-form students receive support for higher education applications. This means that pupils move on to destinations that align with their future goals.

There have been recent changes made to improve the curriculum and raise expectations of pupils. During this period the school and trust have been considerate of the workload and well-being of staff. Many of the changes are already beginning to lead to improvements, such as with attendance and behaviour. However, until these plans are fully embedded, they are not able to have the maximum intended positive impact for young people.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects teaching does not ensure that pupils get sufficient opportunity to discuss their learning with others. This hinders their ability to debate and deepen their understanding about complex issues and concepts. The school should further embed strategies to help pupils and students to develop their oracy skills and provide them with greater opportunities for discussion and debate.
- The school has implemented many changes to improve the quality of provision. However, some of these are recent and require further embedding. The school should ensure that the ongoing plans are implemented, monitored and reviewed to provide leaders and those responsible for governance with assurances that they are having the desired impact.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137124
Local authority	Devon
Inspection number	10344614
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1232
Of which, number on roll in the sixth form	140
Appropriate authority	Board of trustees
Chair of trust	Anthony Smith
CEO of the trust	Katy Quinn
Headteacher	Amy Grashoff
Website	www.na-college.co.uk
Dates of previous inspection	25 – 26 April 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Ivy Education Trust.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses three registered and three unregistered alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements

(quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with school leaders at all levels. Inspectors also spoke with teaching staff, support staff, trust executive leaders, local governors and trustees.
- Inspectors met with groups of pupils, including representatives from the pupil leadership group and sixth-form students.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, art and physical education. For each deep dive, inspectors held discussion about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- The sixth-form provision was considered through the deep dives as well as through additional visits during the inspection.
- Inspectors viewed a range of school documentation, including the school’s self-evaluation documents and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey.

Inspection team

Sara Berry, lead inspector	His Majesty's Inspector
Gemma Tatlow	Ofsted Inspector
Andrew Lovett	Ofsted Inspector
Mark Lees	Ofsted Inspector
Steve Smith	Ofsted Inspector

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