

Inspection of Clyst Vale Community College

Station Road, Broadclyst, Exeter, Devon EX5 3AJ

Inspection dates: 6 and 7 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy their time at Clyst Vale Community College. They have respectful relationships with staff and with their peers. Pupils develop a strong sense of community and take an active part in the life of the school. Many pupils lead their peers and enjoy competing with one another in challenges between the three 'Schools' within the school.

Leaders and staff have high expectations of pupils. The school values of 'Respect, Participate, Learn' underpin all aspects of school life. Most pupils strive to realise these values. Pupils wear the badges they receive for leadership roles and for positive behaviour with pride.

Most pupils behave well. They are courteous and welcoming. Pupils help one another in lessons and at social times. Bullying is rare. Most pupils are confident that staff stop bullying if it occurs.

Parents are positive about the school. Many speak of their child 'flourishing'. School clubs and activities enable pupils to develop their talents and interests well. Many pupils participate in outdoor education activities.

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

Pupils follow an ambitious curriculum. Teaching ensures that pupils revisit important learning over time. As a result, pupils remember what they learn and build on this knowledge. This includes pupils with special educational needs and/or disabilities (SEND).

The number of pupils who continue to study a modern foreign language in key stage 4 is relatively low. Leaders have started to increase the proportion of pupils who continue to take a language and so take the suite of subjects that make up the English Baccalaureate. Sixth-form courses suit the interests and aspirations of students well.

Teachers use their strong subject knowledge to explain new learning clearly. Lessons are appropriately challenging. Staff meet the needs of pupils with SEND effectively. Students with SEND in the sixth form are particularly positive about the help they get. Teachers make sure that pupils understand the vocabulary they need in each subject. They check that pupils understand new learning and remember what they have learned in previous years and topics. Sixth-form lessons build on what pupils learn in key stage 4.

Pupils' work is typically of a high standard. Most pupils are proud of what they produce. Pupils who are not able to read well enough get the help they need to become confident readers. A recent emphasis on reading in all subjects has led to

pupils reading more widely. Leaders have begun to increase the time pupils spend reading to help pupils to develop their love of books.

Staff work intensively with a small number of pupils to help them overcome social or emotional difficulties. This sometimes means pupils miss curriculum time. This has a negative impact on their progression through some areas of the curriculum.

Pupils behave well around the school. They are friendly and welcoming to visitors. Sixth-form students are role models for younger pupils. Pupils' behaviour in lessons is typically calm. Most are keen to participate in lessons. However, the behaviour of a few pupils sometimes interrupts learning. Staff do not always manage this well.

Pupils know about universal human rights and how these apply to their own lives. They understand the importance of being active citizens. Pupils listen carefully to one another's views. They enthusiastically share their own views, including through the school's Youth Cultural Champions and the LGBTQ+ group. The Student Board makes sure that leaders consider pupils' views.

School leaders, including governors, have identified the correct priorities for improving the school. They carefully check the impact of actions they take. Most staff feel that their colleagues and middle leaders in particular support them well. Leaders have ensured that staff understand and share the school's values and act on them at all times.

A thorough careers programme helps pupils to move on to suitable further study, training or work when they leave the school. Pupils in key stage 4 know about what is on offer at local colleges. Students in the sixth form receive good help with university applications. The school fulfils the requirements of the Baker Clause.

Safeguarding

The arrangements for safeguarding are effective.

Leaders check carefully that adults they employ, or who volunteer, are suitable to work with children. They also check the alternative providers that they use.

Staff know how to identify pupils who may be at risk. They report any concerns they have to leaders. Leaders seek the support of other agencies when necessary. They follow up their referrals if they are not satisfied with the response.

Pupils learn how to stay safe in a variety of contexts, including online. They know how to protect their mental health.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils miss too much 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.
- A few pupils do not behave well enough. Staff do not always manage this well. As a result, learning is sometimes interrupted. Leaders need to ensure that behaviour is always well managed so that it does not interrupt learning.

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

Unique reference number	136638
Local authority	Devon
Inspection number	10257091
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	970
Of which, number on roll in the sixth form	87
Appropriate authority	Board of trustees
Chair of trust	Simon Sanger-Anderson
Principal	Kevin Bawn
Website	www.clystvale.org
Date of previous inspection	1 and 2 October 2019 under section 5 of the Education Act 2005

Information about this school

- This school uses two registered alternative providers and two unregistered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information 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 headteacher, senior leaders and trustees.
- Inspectors carried out deep dives in these subjects: English, mathematics, modern foreign languages and design technology.
- 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 visited lessons in subjects including personal, social, health and economic education, geography, history and art, as well as the deep dive subjects.
- The lead inspector met with the designated safeguarding leader, examined school records and discussed safeguarding cases. They also met the headteacher to discuss safeguarding arrangements, including recruitment and allegations management.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey.
- An inspector spoke to the alternative providers used by the school and visited one of the unregistered alternative providers with a group of pupils.

Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Daniel Mather	Ofsted Inspector
Deirdre Fitzpatrick	Ofsted Inspector
John Weeds	Ofsted Inspector

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