

Inspection of Treviglas Academy

Bradley Road, Newquay, Cornwall TR7 3JA

Inspection dates:	4 and 5 March 2025
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

The headteacher of this school is James Rogers. This school is part of The Roseland Multi-academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Christopher Challis, and overseen by a board of trustees, chaired by Lisa Michell.

What is it like to attend this school?

The school has improved significantly since the previous inspection. Pupils are proud to be part of the school community. The view of one parent that the school 'is now an environment where my children feel they can thrive both inside and outside the classroom' is typical of many. The school has high expectations of pupils' conduct. They balance these expectations with warmth and mutual respect.

The school is led with moral purpose and the aspiration that all pupils feel a sense of belonging, so they are able to achieve well. Increasing numbers of pupils make good academic progress through the curriculum. Pupils learn in a calm and purposeful environment.

Some of the school's work to develop pupils' characters is exemplary. The school provides an extensive range of extra-curricular opportunities, including sports, music and drama. It fulfils its own commitment that all pupils in key stage 3 see a live performance and visit an art gallery, alongside a range of other trips. The school's long-established link with The Royal Shakespeare Company has inspired many pupils to take part in drama and increase their confidence. Many pupils take on positions of responsibility and support each other's well-being, for example as student leaders, or helping to run 'toast club'.

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

The school's curriculum is highly ambitious, often broader in scope than the national curriculum. Staff at the school are committed to providing pupils with the best education possible. This is reflected in the school's much-improved published outcomes.

In key stages 3 and 4, the school has chosen to design its own workbooks for each subject. These are high-quality resources which support pupils' learning effectively. For example, they help to remind pupils about key vocabulary, provide prompts for extended writing and build in regular opportunities for pupils to recall prior learning. Notably, these resources support many pupils with special educational needs and/or disabilities (SEND) to learn alongside their peers. Teachers check pupils' understanding effectively. As a result, in most areas, pupils remember what they have learned. However, there are a few subjects where improvements to the delivery of the curriculum are less developed. This means that, in these areas, pupils do not routinely develop a deep understanding of the curriculum.

In the growing sixth form, students also learn effectively. The school ensures that the qualifications it offers reflect the interests of its students. Students feel well supported when applying to academically selective universities, starting apprenticeships, or entering employment. They value the highly personalised support from staff and the many enrichment opportunities on offer, including the extended project qualification.

The school's reading curriculum is exceptionally strong. The '16 by 16' programme ensures that all pupils read a range of texts during their time at the school. These texts

have been carefully chosen to increase pupils' awareness of themselves and others. Pupils who need extra support with their comprehension, fluency or phonics receive this in a timely way.

Most pupils with special educational needs and/or disabilities (SEND) achieve well. The school accurately identifies pupils' needs. It has recently changed the way these pupils are supported, and the way in which their progress is monitored. This is having a positive impact on most pupils. The school is already taking action to refine these systems further.

The trust has supported the school to create a positive environment where pupils feel valued and respected. Staff, and the vast majority of parents who responded to the survey, are united in their view that the new headteacher and his team have transformed the school into a place where pupils want to learn. Pupils now attend well, and low-level disruption is extremely rare. The school works effectively with any pupils who fall short of its expectations.

The personal, social and health education programme supports pupils' understanding of how to stay safe and healthy. It is supplemented with visits from other organisations, including the police and experts in how to study effectively. The school teaches pupils about valuing diversity and, most of the time, pupils demonstrate their understanding of this through their behaviour towards one another.

Pupils learn about the world of work through meeting a variety of employers, attending careers fairs and completing work experience. They are well prepared for their next steps.

The trust prioritises staff's professional development. This has helped to strengthen knowledge of their subjects and how to deliver them effectively. They feel valued and proud to work at the school. Leaders have galvanised the school and wider community. The school works with compassion and purpose to support the most disadvantaged pupils, ensuring they have full access to wider opportunities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas, the implementation of the curriculum is less effective than in others. Staff do not consistently provide opportunities for pupils to deepen their knowledge and understanding of key concepts. This means that pupils do not remember the detail of what they have learned. The trust must ensure that their chosen pedagogical approaches are used consistently effectively, so that pupils retain the most important knowledge and deepen their understanding of these subjects over time.

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	145843
Local authority	Cornwall
Inspection number	10356300
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
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	858
Of which, number on roll in the sixth form	43
Appropriate authority	Board of trustees
Chair of trust	Lisa Michell
CEO of the trust	Christopher Challis
Headteacher	James Rogers
Website	www.treviglas.net
Dates of previous inspection	7 and 8 March 2023, under section 5 of the Education Act 2005

Information about this school

- The leadership of the school has changed since the last inspection. The current headteacher took up post in autumn 2023.
- 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 currently uses two registered alternative provisions, and one unregistered alternative provision.

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 evaluation about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and a selection of staff during the inspection.
- The lead inspector met with the chair and one other member of board of trustees as well as the chair and other members of the local monitoring committee.
- The lead inspector met with the CEO and senior trust improvement lead.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, drama and physical education. For each deep dive, inspectors held discussions 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.
- Inspectors analysed responses to Ofsted's online survey, Ofsted Parent View, and the free-text comments.
- Inspectors considered the responses of staff and pupils to Ofsted's online surveys.
- An inspector discussed how the school identifies and supports pupils with SEND.
- Inspectors spoke with groups of pupils during lessons and social times. They met with staff who oversee the personal development and behaviour of pupils, including reviewing relevant documents related to how behaviour incidents are reported and followed up.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views 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.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Stephen Lee

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