

# Inspection of Cape Cornwall School

Cape Cornwall Street, St Just, Penzance, Cornwall TR19 7JX

---

Inspection dates: 17 and 18 January 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>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Cape Cornwall School is a warm, friendly community where everyone feels valued. Leaders are ambitious for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Staff express their determination to deliver the best possible education to pupils. Leaders, together with staff, expect more of pupils. Pupils are rising well to this challenge.

Leaders have high expectations of pupils' behaviour. Pupils behave well because of this. They are respectful towards their teachers and each another. During social times, pupils interact with maturity. Bullying is rare. If it happens, adults deal with it quickly.

Pupils feel safe. Relationships between pupils and staff are a strength of the school. Pupils say they are part of a large family and value the time and support that staff provide.

Leaders provide pupils with the wider opportunities they need to contribute fully to society as adults. For example, the school's 'Be Inspired' programme encourages all pupils, including those in the specially resourced provision for pupils with SEND (specially resourced provision) known as 'Kites', to try new experiences such as improving the school grounds. Pupils value the house system and the wide range of extra-curricular opportunities on offer to them. This helps them to grow in confidence.

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

Leaders have designed an ambitious, well-sequenced curriculum that meets pupils' needs, including those with SEND. They have carefully considered what pupils need to know and when they need to know it. In subjects where published outcomes are below national expectations, leaders have taken effective action to strengthen the curriculum.

Leaders have developed the school's approach to assessment well. Most teachers address misconceptions effectively. They provide appropriate support to those pupils who need it. However, some teachers do not routinely check pupils' understanding well enough before moving on to new learning. Gaps in pupils' knowledge are not addressed. This slows the progress that some pupils make.

Leaders have taken action to increase the number of pupils studying a modern foreign language at GCSE. As a result, the proportion of pupils studying for GCSEs in English Baccalaureate subjects is rising.

Leaders prioritise reading. Pupils in all year groups read regularly. This helps them to become more confident readers. Leaders quickly identify any pupils who find reading difficult. Staff use the training they have received to support pupils' reading effectively.

Pupils have positive attitudes towards their learning. They work hard. In lessons, they focus on and take pride in their work. Disruptions are rare. Pupils move around the school site calmly and sensibly.

The school has a well-designed curriculum for personal, social and health education. This prepares pupils well for their future, giving them opportunities to have important discussions about healthy relationships. Pupils learn about other cultures. They understand the importance of treating other people fairly and with respect. Leaders ensure that pupils develop their sense of character through the 'Be Inspired' programme and, for example, by providing support for older members of the local community. Leaders provide effective careers guidance to pupils from Year 7 through to Year 11. The school meets the requirements of the Baker Clause.

Leaders are ambitious for what pupils with SEND can achieve. This is particularly the case for pupils who attend the specially resourced provision. Across the school, teachers understand the needs of pupils with SEND well. Pupils' plans are precise and regularly reviewed. All pupils with SEND play a full part in the wider life of the school because of this.

Trustees and local governors know the school well. They carry out their duties effectively. Staff are proud to work at the school. They feel valued and appreciate the support they receive from leaders, particularly with regard to their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure staff have up-to-date safeguarding training. Staff are aware of their responsibilities and confident in identifying and reporting concerns. Leaders follow up on concerns raised and act swiftly to address serious issues. Where appropriate, leaders make referrals to the local authority and follow up on outcomes as necessary.

Leaders carry out appropriate recruitment checks on staff and volunteers to ensure they are safe working with pupils.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

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

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

- Some teachers do not check well enough what pupils remember. As a result, some pupils have gaps in their learning and do not build their knowledge well over time. This slows their progress across the curriculum. Leaders need to ensure that teachers check what pupils know and remember across all subjects

and use this to inform future 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

<b>Unique reference number</b>	146325
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10256573
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anita Firth
<b>Headteacher</b>	Jon Hall
<b>Website</b>	<a href="http://www.cape.cornwall.sch.uk">www.cape.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Cape Cornwall School converted to become an academy school in September 2017. When its predecessor school, Cape Cornwall School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is part of Truro and Penwith Academy Trust.
- The headteacher was appointed in September 2021.
- The school hosts a local authority commissioned specially resourced provision for pupils with SEND. There are currently 18 pupils on roll. All of these pupils have an education, health and care plan.
- The school uses two registered alternative provisions.
- 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 headteacher, senior leaders, groups of staff and representatives from the trust.
- Inspectors carried out deep dives in these subjects: science, mathematics, English, art and history. 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 reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked pupils how they learn to keep themselves safe and what to do if they have any concerns.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

### **Inspection team**

Mark Burgess, lead inspector

Ofsted Inspector

Daniel Roberts

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023