



Exmouth Community College

Belonging · Ambition · Responsibility

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19 April 2024

Dear Parents and Carers,

OFSTED have now shared with us the inspection report from our inspection in February.

The full report has been placed on the school's website here (please request a pdf copy if you wish):

[ECC OFSTED REPORT FEB 2024](#)

As I wrote to parents and carers following the inspection, the inspection team very much agreed with our own assessment of where the College currently is on its journey. The College was graded as 'Good' for Personal Development, Leadership and Management and Sixth Form Provision, and 'Requires Improvement' for the 'Quality of Education' and 'Behaviour and Attitudes'. We are proud that these judgements and the report show progress from our previous inspection, however, as the 'Overall Effectiveness' grade is mainly driven by the grade for Quality of Education, the college remains 'Requires Improvement' overall.

I have always sought to be very open with parents and carers with where we are at as a school; that we have significant areas of strength, but also a number of key areas of development to make this school the best school it can be for the Exmouth community.

Although a very short report based on a two-day visit will always struggle to capture a full picture of any school (and especially one of this size and complexity) we feel that the outcome is a fair reflection of where the school is currently at. Overall, the key areas of strength and development identified in the report (and which we have summarised at the bottom of this letter) are consistent with our own evaluation and endorse the priorities that we are focusing hard on.

Importantly, the team recognised the emerging impact of the work we are doing and the clear plan that we have, and were very realistic that this will take time. The report states: "Work has begun in earnest to put in practices to build a more sustained positive culture across the whole school. There is now positivity from staff, parents and pupils about the early impact of this work".

We know that we have lots to do to make this the best possible school for our community and this report simply strengthens our resolve to continue to do so.

A big part of the next phase of our journey will be in joining a Multi-Academy Trust. This is a process that our governors are spending a lot of time on at the moment, and we hope to be in a position to update you further on this before the end of April.

With best wishes

Tom Inman
Headteacher

Summary findings from OFSTED Inspection Report, February 2024

Areas of strength

- “Pupils feel safe” and “know who they can speak to when they have a concern”.
- “Pupils participate in a broad range of extra-curricular activities” and “the school is encouraging more pupils to take up opportunities”.
- “The school has recently enhanced the leadership roles it offers to pupils”.
- “The school has planned a broad curriculum ... Recent work to develop the curriculum ... has ensured that it is now carefully planned and sequenced”.
- “In the Sixth Form, the programmes of study are ambitious”. “The school ensures all sixth-form students are well supported to complete their courses. It helps students to overcome any barriers to their learning”.
- “The school has a clear understanding about which parts of the curriculum now need to develop further”.
- “Teachers provide models and structures to support pupils with their work”.
- “Teachers plan for pupils to regularly recall and revisit their learning”.
- “The school has improved the information teachers receive to support pupils”.
- “In lessons, pupils behave well ... They know teachers want them to do well and they understand teachers’ expectations”.
- “The school is ambitious for pupils to read widely”.
- “Through the personal development programme, the school plans for pupils to have a broad range of experiences and develop their independence”.
- “Pupils are well prepared for the next stages of their education”.
- “The school provides nurturing support and education to help all pupils understand how to manage their mental health”.
- “Leaders communicate the school priorities clearly to all”.
- “Leaders have recently raised expectations of pupils’ behaviour”.
- “There has been a re-setting of the school vision. Working with external professionals, governors and school leaders evaluate and identify next steps for the school thoroughly”.

Areas for development

- “In some subjects there is a lack of expertise in implementing the curriculum”.
- “Although leaders have developed the curriculum rapidly, some parts of the curriculum are not well implemented. When this happens, pupils struggle to retain and remember their learning”.
- “Adaptations to support pupils with SEND are not applied effectively across the Curriculum”. “Planning and adaptation to support pupils with SEND sometimes still lacks precision”.

- “When the curriculum is not implemented effectively, pupils are compliant but not well motivated”.
- “Although pupils’ conduct has improved in lessons, some pupils still do not behave well at social times and when moving around the school”.