

Inspection of a school judged good for overall effectiveness before September 2024: Scott Medical and Healthcare College

Somerset Place, Stoke, Plymouth, Devon PL3 4BD

Inspection dates:

11 and 12 March 2025

Outcome

Scott Medical and Healthcare College has taken effective action to maintain the standards identified at the previous inspection.

The head of this school is Karen Merricks. There is also an executive headteacher, Anita Frier, who is responsible for this school and one other. This school is part of Greenshaw Learning 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), Will Smith, and overseen by a board of trustees, chaired by Anne Spackman.

What is it like to attend this school?

Pupils at this school receive a high-quality education. Many achieve exceptionally well. Regardless of background or need, the school ensures that the majority of pupils meet its high expectations, both in terms of their conduct and their academic success. The school is calm and orderly, and most pupils attend happily.

The school's curriculum is well designed. Staff teach this curriculum skilfully and effectively. Many pupils, and students in the sixth form, value learning about medical and healthcare professions, both within the academic curriculum and through wider development opportunities. Many pupils pursue courses and careers in these professions, inspired by activities such as 'Operation Live' and the school's links with the NHS. They are well prepared for the next stage of their education.

While this is a small school, it benefits from being part of a wider campus. This means that pupils are able to participate in a wide range of extra-curricular opportunities. Many pupils recently enjoyed taking part in the joint school production, for example. Others participate in the Duke of Edinburgh's Award and the Combined Cadet Force. More recently, the school has introduced a house system, providing valuable opportunities for student leadership, friendly competition and fundraising events.

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

The school has planned an ambitious and unique curriculum. When pupils join in Year 9, they study a strong academic core of subjects alongside introductory courses in psychology, childcare and health studies. In key stages 3 and 4, pupils learn highly effectively. Staff have excellent subject knowledge. They explain concepts clearly and frequently check that pupils have understood. Staff ensure that pupils have opportunities to deepen their understanding and to demonstrate this both orally and in writing. Pupils learn good independent study habits. The clear and consistent approach to teaching supports pupils with special educational needs and/or disabilities (SEND) to learn effectively alongside their peers. This is reflected in the school's exceptional published outcomes.

Students in the sixth form learn effectively. Those who are on the healthcare pathway value their work experience placements. The school provides opportunities to enrich students' learning by attending talks and workshops. Its partnership with the other school on the campus enables the school to offer students a variety of A levels and wider opportunities. The school recognises that changes to the organisation of the sixth form may have caused some students to feel unsettled. However, these changes are enabling the school to improve its specialist curriculum, as well as maintain a breadth of other subjects. The school teaches pupils to work independently, preparing them well for the next stage of their education or employment.

The school accurately identifies the needs of pupils with SEND, including pupils who have previously experienced disruption to their education. It works effectively with external agencies to ensure that these pupils receive an appropriate education. Many achieve exceptionally well.

The school supports struggling readers appropriately. It promotes a love of reading through its reading programme effectively. Books are carefully chosen to help pupils develop an understanding of the wider world and consider different perspectives.

Learning is rarely disrupted. Pupils typically behave with high levels of respect towards one another. For example, pupils are proud to be part of the 'LGBTQ+ club'. There is a clear behaviour policy and strong routines throughout the school day. However, on occasion, pupils feel that staff do not apply the policy fairly. This causes some pupils to feel frustrated and this negatively impacts on their attitudes towards school. Notably, the school has increased the support available to pupils who are struggling with their mental health, including those for whom attending school is difficult. This is having a positive impact on pupils' attendance.

Pupils develop an awareness of topical issues through the school's 'Futures Curriculum'. They enjoy opportunities to discuss and debate ideas centred around medical ethics. The school's own poet laureate helps to raise pupils' social and cultural awareness. The school ensures that pupils develop an understanding of healthy relationships. All pupils

undertake first-aid and CPR training, even putting their skills to use in the wider community.

The school has an extensive careers programme. As a result, pupils have a good knowledge of different careers and how to access them. Students in the sixth form are well prepared when applying to university.

The trust has supported the school with staff's professional development. This has had a positive impact on the quality of teaching and outcomes for pupils. Governors and trustees have a good knowledge of the school and hold leaders to account appropriately. This means there is a shared commitment to ensuring that the school continues to make decisions in pupils' best interests.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are frustrated about the way the behaviour policy is applied. They feel that this is not always consistent or proportionate. This affects how positively they feel towards school. The trust should respond to pupils' concerns and ensure that routines and consequences are used consistently, so that they have a positive and lasting impact on pupils' behaviour and more pupils feel positive about attending the school.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

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

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| Unique reference number | 144760 |
| Local authority | Plymouth |
| Inspection number | 10371337 |
| Type of school | Secondary Comprehensive |
| School category | Academy studio school |
| Age range of pupils | 13 to 19 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 233 |
| Of which, number on roll in the sixth form | 62 |
| Appropriate authority | Board of trustees |
| Chair of trust | Anne Spackman |
| CEO of the trust | Will Smith |
| Headteacher | Anita Frier (executive headteacher) Karen Merricks (head of school) |
| Website | www.scottcollege.co.uk |
| Dates of previous inspection | 11 and 12 February 2020, under section 5 of the Education Act 2005 |

Information about this school

- The school is a studio school that specialises in courses linked to medical and healthcare professions.
- Since the previous inspection, the school has become part of Greenshaw Learning Trust.
- Since the previous inspection, there have been significant changes to the school's leadership team and structure, including the appointment of a head of school and an executive headteacher.
- Some leaders and teachers also work at Stoke Damerel Community College, which is part of the same campus and located on the same site.

- 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 three unregistered alternative provisions.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school, executive headteacher and other leaders. Inspectors also met with groups of staff and pupils.
- The lead inspector met with members of the local governing body and the vice-chair of the board of trustees.
- The lead inspector met with the CEO and other senior leaders in Greenshaw Learning Trust.
- Inspectors spoke with a selection of staff and leaders who oversee pupils' attendance, behaviour and personal development.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also took into consideration Ofsted's online surveys for staff and pupils.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Kate Wills

Ofsted Inspector

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