

Wadebridge Primary Academy

Gonvena Hill, Wadebridge, PL27 6BL

Inspection dates

7–8 November 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Members of the governing body prompted important changes to the predecessor school. In its new status, as an academy, governors have made sure that leaders focus sharply on improving learning.
- Following the appointment of the new Principal and senior leadership team, there have been notable improvements in teaching and pupils' progress.
- Senior leaders have set up very thorough systems for checking the quality of teaching and individual pupils' progress to make sure they achieve well.
- Pupils receive good teaching in English and mathematics and this supports their good achievement.
- Pupils are proud of the academy and they enjoy their work. They behave well and feel safe in school.
- Pupils support one another, particularly their friends who have disabilities or special educational needs. The extra help provided in lessons for these pupils is of a good quality so that they make good progress.
- Children joining the Early Years Foundation Stage settle quickly and make good progress.

It is not yet an outstanding school because

- There are still a few inconsistencies in the ways teachers plan and deliver lessons. Teachers do not always ensure that pupils have opportunities to learn in different ways and to take control of their own learning.
- Teachers notice when pupils do not understand so they change their explanations but these are not always clear.
- Pupils know their targets but they are not used to talking about learning so they are unclear about how to achieve them.
- Not all leaders and managers have a role in leading improvements in the academy.

Information about this inspection

- The inspectors observed learning in 24 lessons taught by 16 teachers. Three of these observations were conducted jointly with the Principal. The lessons observed included small group sessions for pupils with disabilities and special educational needs.
- Meetings were held with representatives from the governing body, academy leaders, teachers and groups of pupils.
- Inspectors took account of the views of the parents that they met at the school and of those expressed in the 53 responses to the on-line questionnaire (Parent View).
- Inspectors looked at various documents including the records of pupils' progress, monitoring information, behaviour and attendance records and safeguarding procedures.

Inspection team

Juliet Jaggs, Lead inspector

Additional Inspector

Denise Morris

Additional Inspector

Terry Payne

Additional Inspector

Full report

Information about this school

- Wadebridge Primary Academy is a larger-than-average primary school and most pupils are of White British heritage.
- The proportions of pupils with disabilities and special educational needs supported at school action and school action plus are both below average. The number of pupils known to be eligible for the pupil premium, additional funding from the government for pupils in local authority care or known to be eligible for free school meals, or from service families, is below average.
- Wadebridge Primary Academy converted to become an academy school on 1 September 2011. When Ofsted last inspected its predecessor school, Wadebridge Community Primary School, it was judged to be satisfactory overall.
- Since the previous inspection a new Principal and two Assistant Principals have been appointed to the staff.
- The academy does not provide any alternative provision but the governing body manages an after-school club that provides care for pupils in the mornings and at the end of the school day.
- The academy exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is outstanding by ensuring that teachers:
 - plan activities that encourage pupils to apply new skills in different ways so that they can learn more on their own or in groups
 - are able to respond in a variety of ways when they notice pupils who do not understand new ideas quickly
 - extend pupils' understanding of their targets so that they are better able to take responsibility for achieving them.
- Broaden the scope of leadership activities so that more staff share a role in leading developments within their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with abilities that are below those usually seen in children of their age, particularly in language development. The children settle quickly and soon make good progress, so that by the time they leave Reception they have developed the skills usually expected of pupils beginning Year 1. The academy helps them overcome their early difficulties in reading by encouraging them to enjoy recognising sounds and they do well in the phonics screening check.
- Pupils make good progress in reading throughout the academy. Group reading activities and arrangements for pupils to progress on to more difficult books are well organised. Parents are pleased that their children are enthusiastic readers and are impressed by their children's understanding of terms such as 'digraph'. Pupils make good progress in writing because the curriculum gives them many opportunities to practise writing in different ways.
- Although pupils' progress did not immediately improve after the previous inspection, pupils now make good progress throughout the academy. The achievement of Year 6 pupils leaving the academy in 2012 was well above average in mathematics.
- Pupils with disabilities and special educational needs make good progress because teachers and others providing specialist support communicate well to ensure that there is good continuity in their learning. Those supported by the pupil premium make similarly good progress to their peers.

The quality of teaching is good

- The quality of teaching is improving rapidly so that much of it is good and some is outstanding. Parents are complimentary about teachers, describing the infectious enthusiasm for learning that has helped their children make good progress.
- Teachers' plans are usually of a good quality because teachers help pupils focus on a specific idea. For example, teachers in the Early Years Foundation Stage prepare a variety of tasks that help children concentrate on a new letter sound at the same time as practising another they have learned before. This helps children make good progress because it gives them the confidence to learn in different ways.
- Sometimes teachers plan lessons that are too structured, giving pupils step-by-step instructions for completing tasks. This means pupils are not able to learn by thinking about the different ways they can use their new skills. In lessons such as these, teachers find it harder to adjust their teaching when pupils show they do not fully understand.
- Relationships are good in classrooms because teachers know their pupils and they plan activities which are not too easy or too hard. For example, pupils in Year 1 made good progress in a literacy lesson because the teacher gave lower attaining pupils lots of different ways to use letter sounds to form new words and phrases, while more able pupils were challenged to write short sentences on a postcard. Teachers respond well to pupils' individual ideas. For example, pupils in Year 6 were able to write compelling paragraphs about flashbacks because the teacher talked to each of them about extending their sentences.
- Some lessons include activities that help promote pupils' personal development very effectively. For example, pupils in Year 1 developed a good understanding of their Cornish heritage when the teacher transformed the classroom so that they could pretend they were tin miners imagining the difficulties of working in the dark. Pupils worked well together in groups helping each other with their learning.
- Pupils are aware of their targets because some teachers have good systems for reminding them about them. However, teachers do not always talk to pupils enough about how to improve the way they learn so pupils do not really understand how to achieve these targets.
- Most teachers assess pupils' work well. They ask good questions that give pupils the chance to

explain new ideas in their own words and teachers generally make detailed comments when they mark pupils' books. There are a few better examples where teachers add extra mathematics questions at the end of exercises to test pupils still further.

- Teaching assistants provide consistently good support by adjusting the main activity of the lesson to suit their group of pupils. For example, pupils with disabilities and special educational needs in Year 4 were able to understand about 'remainders' because the teaching assistant organised good practical activities to reveal what was left over when blocks were shared in different ways.

The behaviour and safety of pupils are good

- Pupils throughout the school have positive attitudes to learning. For example, able pupils in Year 6 explained they enjoyed complex calculations using fractions because they were difficult. Children in the Early Years Foundation Stage have positive attitudes to learning because teachers plan activities as problems that need solving. For example, the children were so impressed when their friend correctly worked out the sounds for the word 'jeep' that they voluntarily whispered 'Wow' as he answered.
- Pupils' behaviour is not outstanding because pupils do not yet take responsibility for working towards their targets themselves.
- Pupils are proud of the academy and their attendance has improved since the previous inspection. Academy records show that behaviour is usually good. Pupils know that bullying can take different forms but they say that it is extremely rare. They feel safe in school and they are confident that teachers deal with suspected incidents quickly. Parents agreed that their children are very happy at the academy.
- Pupils with disabilities praise the care shown them by their friends and teachers. Senior leaders ensure that all have a fair chance to take on positions of responsibility and pupils are pleased when they are asked to do so.
- The care provided during 'The Wasps' after-school activities helps pupils' social development. Pupils are encouraged to mix well with children and adults alike, sharing their experiences so that they develop their self-esteem.

The leadership and management are good

- The new Principal has inspired a deep level of commitment amongst the members of the senior leadership team and they share his determination to improve the academy quickly. Between them they have created comprehensive systems for checking on the quality of teaching and pupils' progress on a weekly basis. In a relentless drive for improvement, senior leaders use their energy and expertise to exact consistently high standards from their colleagues. Most teachers have responded well and the quality of teaching is improving rapidly as a result.
- Leaders responsible for the Early Years Foundation Stage and for the progress of pupils with disabilities and special educational needs insist that teachers take responsibility for individual pupils' learning. This has ensured that these groups of children are making good progress.
- The Principal has an extremely accurate view of the key strengths amongst the staff and has taken swift action to address any weaknesses. For example, teachers now refer to a single calculation policy, and the continuity from one year group to the next means pupils now make significantly better progress in mathematics.
- Professional development sessions continue to strengthen teachers' skills. For example, the current themes of 'pitch, pace and progress' ensure teachers are constantly reminded to focus on these aspects when preparing lessons. Where teaching is less strong, senior leaders restructure teaching groups, devise specific individual support plans and make appropriate decisions about restricting individual teachers' salary progression.

- Senior leaders' success in carrying out their detailed plans to improve pupils' achievement, the quality of teaching and pupils' attendance demonstrate that leaders have a good capacity to improve the academy still further.
 - There are strong links through the curriculum so that pupils come to understand that reading and writing are relevant to success in a range of different topics. For example, Year 4 teachers used a story set in Tudor times, both to reinforce pupils' historical knowledge and later as a resource to help them recognise how adjectives could be used to describe a character's personality. The academy works hard to make learning memorable and pupils enjoy learning in French. There are a good number of trips, as well as visitors who make a significant contribution to pupils' personal development.
 - Leadership and management are not outstanding because senior leaders are still developing other teachers' leadership skills so that these teachers can play a more active part in leading developments in their areas of responsibility.
 - **The governance of the school:**
 - The governance of the school is good because members of the governing body demand urgent improvement. It was their dissatisfaction with the level of pupils' achievement following the previous inspection that prompted a sustained challenge to the school to prioritise pupils' learning. They now maintain their uncompromising approach to raising standards by appointing inspirational new leaders and teachers. They expect detailed analysis to enhance their understanding of pupils' progress and the quality of teaching. Their most recent focus on improvement means that teaching assistants make a consistently effective contribution to lessons. Safeguarding procedures are robust with staff receiving good quality training to help support pupils who may be vulnerable. Governors receive regular reports so they are able to check on the difference the pupil premium funding is making for the pupils entitled to it. It is well used to provide these pupils with extra support in small groups where they grow in confidence and achieve well. This has ensured the gap is narrowing between these pupils and others in the school. Governors keep a firm rein on how the academy budget is managed.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137366
Local authority	Cornwall
Inspection number	406669

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy converter
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Jackie Eason
Headteacher	Adrian Massey
Date of previous school inspection	Not previously inspected
Telephone number	01208 814560
Email address	secretary@wadebridge-pri.cornwall.sch.uk

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