

Inspection of Warbstow Primary Academy

Warbstow, Launceston, Cornwall PL15 8UP

Inspection dates: 7 and 8 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Warbstow is a happy and welcoming school. Pupils feel safe and secure. They say that they can speak to any adult about concerns they may have. Pupils talk about the importance of the school values of 'kindness, curiosity, teamwork, courage, respect and resilience'. Leaders enable pupils to put these into practice. For example, pupils develop teamwork skills during the residential trips which leaders organise. Children in the early years demonstrate resilience when doing tasks teachers set.

Pupils behave well in class and at social times. They say that bullying is rare but trust adults to resolve it if it occurs. Leaders have made changes to the curriculum, so that it is more engaging for pupils. As a result, pupils are positive about learning. Nevertheless, some of the curriculum is in the early stages of implementation. It does not deepen pupils' knowledge as much as it should.

Leaders have ensured pupils learn about the world beyond their locality. For example, pupils have raised money to help provide mattresses and mosquito nets for people in Uganda. Pupils understand tolerance. They say that some people in society suffer discrimination but that at Warbstow everyone is treated equally.

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

The head of school is highly ambitious with a clear vision for the curriculum. However, the school has experienced high staff turnover, a restructuring of classes and a realignment of the curriculum. While the school is now more settled, some of leaders' work is in its early stages. Some staff do not have the subject knowledge to implement the curriculum as well as leaders expect. This causes gaps and misconceptions in pupils' knowledge.

Staff speak highly of the changes leaders have made, including improvements to pupils' behaviour. Staff feel leaders consider their workload. They believe moving the nursery to the school site has strengthened the staff team. They acknowledge some of the curriculum is still developing. Parents also recognise the positive changes to the school.

Leaders have prioritised reading in the early years. Staff ensure that children in the nursery start to learn letter names. This enables them to get off to a good start with learning phonics when they enter the school Reception class. However, some pupils' progress stalls after this. In key Stages 1 and 2, they read books that are too hard for them. This means they cannot sound some words out, which impedes their fluency.

Leaders have identified the knowledge that pupils need to know across the curriculum. They have ensured the curriculum is more ambitious than previously. In geography, pupils recall key concepts they have learned. For example, older pupils

can discuss people who profit from the banana trade. Younger pupils can identify the impact of humans on rainforests. However, the curriculum is not consistently effective. In some subjects, pupils do not receive work that matches well what they already know. Therefore, pupils do not learn as much as they could do.

Leaders regularly review the progress of pupils with special educational needs and/or disabilities, including those who attend alternative provision. They check that adaptations for pupils are appropriate. As a result, these pupils learn the same curriculum as their peers.

Leaders have created a well-considered personal development programme. They have placed an emphasis on bringing visitors into the school. For example, guest speakers including firefighters, pilots and nurses talk to pupils about future careers. Pupils develop their talents through clubs, such as football, choir and woodwork. Leaders ensure cost is not a barrier to disadvantaged pupils.

Pupils have a voice in the school. They helped to create the school's values, which reflect internationally recognised goals for sustainable development. At assemblies, staff celebrate pupils' achievements. Pupils acquire leadership qualities in roles, such as school councillor, house captain and playground buddy. Through the personal, social, and health education curriculum, pupils know how to stay healthy, both physically and mentally. They know how to stay safe online and in their local area.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure pupils' safety is a priority and that all staff have a 'could happen here' attitude. Staff note all concerns diligently. This includes recording disclosures which pupils make. Leaders make referrals to the local authority and challenge its actions if necessary. Leaders work with a variety of agencies to secure help for families.

Leaders, including trust leaders, have thorough processes for the recruitment of staff. They make appropriate checks on visitors and contractors.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not yet have strong enough subject knowledge. They do not implement the curriculum as leaders expect. This leads to gaps in pupils' knowledge and some uncorrected misconceptions. Leaders should make sure that all staff have the knowledge they need to implement the curriculum well.
- Work in some subjects does not match the needs of pupils well enough. As a result, it does not deepen pupils' knowledge as much as it should. Leaders need

to ensure that pupils' work builds on what they know and deepens their knowledge.

- Some pupils in key stages 1 and 2, whose reading has fallen behind, read books that are too hard for them. Consequently, these pupils struggle to sound out words accurately and read fluently. Leaders need to ensure that pupils read books that match well the sounds that they know.

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

Unique reference number	144062
Local authority	Cornwall
Inspection number	10256624
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	Board of trustees
Chair of trust	Penny Shilston
Headteacher	Hannah Bancroft
Website	www.warbstow.org.uk
Date of previous inspection	4 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school's nursery has recently moved on site. It admits children from two years old.
- Since the previous inspection, several members of staff are new to their posts.
- The head of school took up her post in September 2021.
- The school uses two unregistered alternative providers.

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 head of school, trust executive leads, a member of the hub council and groups of staff.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors spoke to pupils and looked at samples of work in art and design, science and history.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding measures. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors spoke to parents at the start of the school day. They also considered the responses to the online survey, Ofsted Parent View.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Ian Robinson

Ofsted Inspector

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