

# Newquay Junior Academy

Edgcombe Avenue, Newquay, Cornwall, TR7 2NJ

**Inspection dates** 18–19 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Since the school's conversion to an academy standards have been rising. Teachers have extremely high expectations of pupils and their current achievement is outstanding.
- When pupils join the academy their standards are broadly average. They then make rapid progress so that at the time of the inspection their levels of attainment in Year 6 were above or well-above average.
- The work accomplished by pupils in lessons and in their books is of a very high quality.
- Teachers use detailed information on the progress of their pupils to ensure that each is fully challenged to do their very best.
- The behaviour of pupils is exemplary and no time is wasted during lessons. Pupils are extremely positive about their academy and enjoy their learning a great deal. There is a strong mutual respect between pupils and staff.
- The academy has an inspirational principal and a very strong leadership team. The leadership team is focused on raising standards within the academy and all leaders are held to account to ensure they do a good job.
- The monitoring of teaching, marking and planning is extremely thorough. There is strong support for the professional development of staff. The quality of classroom performance by teachers and teaching assistants is outstanding.
- The governors are very well qualified and informed and they carry out their role extremely effectively. The vice-chair of the governing body is a full member of the academy's senior leadership team, so governance is at the heart of decision making at a day-to-day level.

## Information about this inspection

- A total of 19 lessons were observed being taught by class teachers, the majority being jointly observed with members of the school’s leadership team.
- The inspectors held formal meetings with representative pupils, as well as informal discussions in lessons and around the academy throughout the inspection. Samples of pupils’ work were examined in detail and some pupils read aloud to inspectors.
- Meetings were held with the headteacher, the deputy headteacher, teachers with leadership responsibilities, the Chair of the Governing Body and vice-chair, and the headteacher of the secondary academy. A telephone conversation took place with a member of the local authority’s education team who acts as the School Improvement Partner.
- The views of parents expressed in the 41 responses to the online Parent View survey, together with the school’s own questionnaire and discussions with parents, were taken into full account.
- Staff opinions were gathered from discussions and from the 48 returned staff questionnaires.
- Inspectors looked at a range of evidence including information on pupils’ progress from their starting points, planning for teaching and learning, self-evaluation and improvement, and a range of policies and procedures, including those for ensuring that pupils are safe.

## Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Joanna Peach

Additional Inspector

Laurie Lewin

Additional Inspector

## Full report

### Information about this school

- Newquay Junior Academy converted to become an academy school on 1 January 2011. When its predecessor school, Newquay Junior School, was last inspected by Ofsted it was judged to be outstanding.
- The school has been designated as a National Support School and the principal as a National Leader of Education.
- The academy is far bigger than the average-sized junior school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, in local authority care, or with a parent or carer in the armed services) is around average. At present, a large majority of those who receive the pupil premium fall into the first of these categories, plus a small number who have a parent in the armed services.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportions from minority ethnic communities and who speak English as an additional language are well below average. However, in recent years the number coming from other European countries who join the academy with little or no English has increased significantly.
- The academy meets the government's present floor standards, which are the minimum expectations for pupils' progress and attainment in English and mathematics.
- The academy is currently in a period of consultation around plans to create a multi-academy Trust, initially with its local partner school, Newquay Tretherras Secondary Academy, which would in effect merge the two schools under a single executive principal.

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

- Continue to develop joint working and the sharing of expertise and facilities with Newquay Tretherras, irrespective of the outcome of current discussions to create a new Trust, in order to enable the junior academy to raise the academic challenge to its pupils, especially the more-able, even further.

## Inspection judgements

### **The achievement of pupils** is outstanding

- The academy carefully assesses standards in reading, writing and mathematics when pupils join in Year 3. Results are moderated carefully by teachers from other local schools for accuracy. These baselines show that most pupils enter with standards that are broadly average.
- All pupils make rapid and sustained progress across all subjects, including English and mathematics, and learn exceptionally well in all years. The proportion who make more than the expected progress is high, which was shown clearly in the levels of work pupils were undertaking during the inspection and the impressive outcomes they were achieving in class.
- Information on pupils' progress and achievement is gathered regularly and in detail. Pupils not making the expected progress are identified and individual support provided to help them catch up. Teachers use the information on their pupils to set challenging targets that enable them to achieve their very best. They go on to do exceptionally well when they move to secondary school.
- Disabled pupils and those with special educational needs receive clear and focused support that meets their individual needs and enables them to make progress at least in line with their classmates and often to narrow the attainment gap. The academy is rightly proud of its inclusive nature and takes care to ensure that anyone with additional needs of any kind is a full member of their class and the school.
- Those pupils eligible for the pupil premium make excellent progress because the additional provision meets their identified needs. In the 2012 national assessments, these pupils attained slightly better than their classmates in both English and mathematics. Most of the allocation goes to provide extra support for specific programmes or one-to-one support for English and mathematics. As a result, the numbers known to be eligible for free school meals who reach the expected level in both of these subjects is currently 18% above the national average.
- Pupils who come from minority ethnic backgrounds, or who join the academy speaking little or no English, achieve equally well. The overwhelming majority have reached, and frequently exceeded, the expected standards in English and mathematics when they leave at the end of Year 6. This reflects the academy's very strong commitment to ensuring equality of opportunity.

### **The quality of teaching** is outstanding

- Teachers have very high expectations of their pupils and the extremely effective way in which they work and plan with teaching assistants encourages learning of the highest quality.
- Since teachers plan lessons exceptionally well and skilfully use the information they have on the current levels being achieved by their pupils, they challenge all pupils to do their very best. This is what underlies pupils' rapid progress. Where pupils need some additional help, particularly in English and mathematics, the role of teaching assistants and higher level teaching assistants is of the highest importance.
- The extremely effective way in which teachers use the information they have on the achievement of all their pupils also supports the rapid progress shown by disabled students, those with special educational needs, those who attract the pupil premium and those who have arrived speaking little or no English. The progress of these groups is much better than that found nationally.
- It is clear that the consistently high-quality teaching helps pupils develop their reading, writing, communication and mathematics skills. They also benefit from a varied and exciting range of other learning activities. These motivate and engage pupils so that they are extremely enthusiastic learners. Such activities are rigorously planned to ensure that they allow pupils to show clear progress in their learning.
- Many opportunities are also taken to promote the development of literacy and numeracy across the whole range of subjects and activities. Staff work hard to ensure that boys are motivated

and enthusiastic, choosing topics such as pirates and the Titanic to engage them.

- Scrutiny of pupils' books showed that teachers' marking is extremely thorough, including detailed advice on how work could be improved. Time at the start of lessons for amendments, additions or corrections allows pupils to act on this good advice. There are also many opportunities for pupils to reflect on the quality of their own work and that of their classmates through self- and peer-assessment. This makes them reflective and analytical learners.
- Very effective questioning encourages pupils to expand their thoughts and ideas as well as showing the teacher that the topics being covered have been understood. When pupils do not demonstrate a clear understanding, teachers will go over work again, or support individuals to grasp concepts and skills thoroughly.
- Teachers are not only enthusiastic, they also bring high levels of specific expertise to their classes and this inspires and motivates pupils.
- Excellent links with Newquay Tretherras already provide additional teaching and resources to support mathematics and science. For the most-able pupils in particular this is promoting even higher levels of challenge and the two academies continue to look for positive ways their expertise can be shared to their mutual benefit.

### **The behaviour and safety of pupils** are outstanding

- Pupils gain great enjoyment from their learning and from the extremely positive relations they have with adults in the academy which are based on a clear, mutual respect. As a result, their behaviour is exemplary and no time is wasted in lessons.
- Parents, carers and staff are all extremely positive about both the behaviour and safety of pupils. Pupils say they feel very safe in school and for those in Year 5 this sense of security is reinforced through their participation in an activity promoted by the fire service called Hazard Alley. This is a practical way of reinforcing how to identify a range of risks in various settings as young people become increasingly independent.
- Because pupils get on so well together, collaborating and supporting each other, bullying is rare. However, pupils are well aware of the different types of bullying, including that based on prejudice and cyber bullying. They have a good understanding of the risks of misusing social networking sites.
- The academy is working very hard to ensure that pupils always attend. Attendance is on a rising trend and a joint policy developed between the academy and its secondary partner means that there is now total consistency in policy and the way it is implemented. This is bringing positive results.

### **The leadership and management** are outstanding

- The principal is an inspirational leader, and is extremely well supported by his deputy. The wider leadership team contains teachers with specific roles for key learning areas, and for care and support. The academy is focused on achieving the very best results.
- Leaders have clear job descriptions and are held to account for their areas of responsibility. They are committed to ensuring that all pupils in the academy achieve their potential and this is reflected in the academy's strong capacity to sustain the already high quality of provision.
- The monitoring of teaching, marking and planning is extremely rigorous. Monitoring links to the system for setting teachers challenging targets based on the identified needs of the academy as well as supporting the personal, professional development of staff. The process for managing the performance of teachers is thorough and begins with teachers assessing their own strengths and weaknesses. Teachers have a good understanding of the links between performance and pay and willingly accept greater responsibilities when they are on the upper pay scale.
- The academy reviews its own performance carefully and undertakes detailed self-assessment

from which it effectively identifies key priorities for moving forward.

- The curriculum successfully supports access to learning for all pupils, irrespective of their starting points or ability, and effectively promotes the spiritual, moral, social and cultural development of pupils.
  - Parents and carers give very strong support. Helped by excellent communications systems, including an effective website, they are encouraged to be fully engaged with the academy.
  - A range of professionals give strong support to the academy and to individual pupils that enables them to be full members of the learning community. These include local authority officers who are contracted to provide a School Improvement Partner service to support the headteacher in raising standards even further.
  - **The governance of the school:**
    - Governance is highly effective and all statutory duties are carried out rigorously, including those for safeguarding. The vice-chair of the governing body is also a member of the academy's senior leadership team, creating a direct link between governance and the day-to-day running of the academy. Governors' high levels of relevant expertise promote effective challenge, while governors are also totally committed to the success of the academy; they undertake very effective financial monitoring, including an oversight of the use of the pupil premium to maximise pupils' outcomes. There is a detailed understanding among members of the governing body of the quality of teaching and learning and the areas of responsibility of different staff, including the teaching assistants. Challenging targets are set for the principal. Governors understand the links between teachers' performance and rates of pay, and the procedures for dealing with any inadequate teaching that might arise. They have a detailed understanding of the achievement of the academy compared to that of other academies and schools.
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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

<b>Unique reference number</b>	136384
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	412054

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	544
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Karkeek
<b>Principal</b>	Stephen Bywater
<b>Date of previous school inspection</b>	March 2009
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