

# Inspection of a school judged good for overall effectiveness before September 2024: Wadebridge School

Gonvena Hill, Wadebridge, Cornwall PL27 6BU

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Inspection dates:

29 and 30 April 2025

## Outcome

Wadebridge School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Mat Winzor. This school is in a single-academy trust, called Wadebridge School. The headteacher is also the accounting officer. The trust is overseen by a board of trustees, chaired by David Barton.

## What is it like to attend this school?

Pupils at Wadebridge School are proud to belong to this school, which sits at the heart of its community. There have been many changes to the school in the last year, and pupils have responded positively. The vast majority of pupils meet the school's high expectations of them. Strong routines support pupils to behave well. Lessons and social times are calm and orderly. Pupils feel safe.

The curriculum is also undergoing changes. Pupils achieve well, and the school is increasingly ambitious for them. It is ensuring pupils study a broad range of subjects for as long as possible. It provides opportunities for pupils to read widely and often with their tutors in the mornings.

Pupils' achievements are celebrated. The school's new 'CARE' values underpin its work to promote pupils' wider development. Pupils enjoy the wide range of trips on offer. Many pupils take part in the Duke of Edinburgh's Award and take music lessons. There are many opportunities to participate in sports clubs and competitions. The school has been nationally recognised for its high-quality sports provision.

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

Leaders are reviewing the curriculum effectively to ensure it is ambitious for all pupils. The school has thought carefully about what it wants pupils to know in each subject. Pupils studying vocational subjects achieve particularly well. The school makes links

between these subjects and future careers effectively. As a result, pupils are well prepared for their next steps.

Staff have received training on how best to deliver the curriculum. There are areas of the school where teachers provide clear explanations and expertly show pupils how to complete work. This gives pupils confidence and the ability to put their learning into practice. In these areas, pupils effectively make links between prior and current learning. Older pupils feel well prepared for their public examinations.

The school has provided clarity to staff about the most effective ways of ensuring pupils know and remember more. However, some of these approaches are not used consistently well. For example, teachers do not always check that all pupils have understood their learning before introducing new content. This means pupils can flounder when asked to complete work independently. At times, activities in lessons do not ensure that pupils are thinking about their learning, so they do not deepen their understanding of what is being taught.

The reading curriculum is also being refined. The school has prioritised this and taken steps to ensure that pupils read independently. The books pupils read develop their understanding of the world. Struggling readers are supported to catch up, including with phonics if appropriate.

Pupils with special educational needs and/or disabilities (SEND) have their needs accurately identified. However, the systems in place to support these pupils are not always effective. The information teachers receive to help them understand these pupils' needs is sometimes not clear or appropriate. This means these pupils are not supported consistently well.

The school has taken effective action to improve pupils' attendance. Pupils understand the importance of attending school. In addition, pupils understand the new behaviour policy and agree that behaviour has improved significantly.

The personal, social and health curriculum is a strength of the school. Pupils value the opportunity to learn about and discuss important topics, including consent and how to keep themselves safe and healthy. In addition, pupils have regular opportunities to learn about the world of work. For example, the school has strong links with local businesses that support pupils with work experience and apprenticeships.

Trustees know the school well. They have effectively held leaders to account during this period of significant change. Leaders are united in their vision for improving the school and how to achieve this. This is having a positive impact on pupils' attendance, behaviour and achievement.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- The implementation of the curriculum is not consistently strong. This is because some staff do not confidently use the most effective teaching approaches. This means that some pupils do not learn as effectively as they should. The school should ensure staff are supported to use the most effective and efficient teaching approaches, so pupils learn what is intended.
- The systems and processes to support pupils with SEND lack clarity and rigour. This means that, too often, the information teachers receive about how best to support these pupils is not helpful and identified strategies are not appropriate. The school must strengthen its systems and oversight of SEND provision, so teachers understand precisely how to support these pupils.

## 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 to be 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 December 2019.

## 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

<b>Unique reference number</b>	138024
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10344628
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,053
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Barton
<b>Headteacher</b>	Mat Winzor
<b>Website</b>	<a href="http://www.wadebridge.cornwall.sch.uk">www.wadebridge.cornwall.sch.uk</a>
<b>Dates of previous inspection</b>	10 and 11 December 2019, under section 5 of the Education Act 2005

## Information about this school

- The current headteacher took up post in September 2024. There have been significant changes to the leadership of the school since the previous inspection.
- 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 registered alternative provisions and six unregistered alternative provisions.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and a selection of staff during the inspection.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with the chair and two vice-chairs of the board of trustees.
- Inspectors analysed responses to Ofsted's online survey, Ofsted Parent View, and the free-text comments.
- Inspectors considered the responses of staff to Ofsted's online survey.
- An inspector discussed how the school identifies and supports pupils with SEND.
- Inspectors spoke with groups of pupils during lessons and social times. They met with staff who oversee the personal development and behaviour of pupils, including reviewing relevant documents related to how behaviour incidents are reported and followed up.
- To evaluate the effectiveness of safeguarding, the 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.

### **Inspection team**

Victoria Griffin, lead inspector

His Majesty's Inspector

Matthew Collins

Ofsted Inspector

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