

# Carbeile Junior School

## Inspection report

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<b>Unique Reference Number</b>	111969
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357015
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	Ronald Hall

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

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<b>Type of school</b>	Junior
<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>	344
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Fortt
<b>Headteacher</b>	Penny Geach
<b>Date of previous school inspection</b>	23 April 2008
<b>School address</b>	Trevol Road Torpoint PL11 2NH
<b>Telephone number</b>	01752 812474
<b>Fax number</b>	01752 815687
<b>Email address</b>	head@carbeile.cornwall.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons involving 13 teachers. Inspectors held meetings with the headteacher, staff, pupils and representatives of the governing body. They observed the school's work, and looked at documentation including assessment and tracking data, samples of the monitoring of teaching and learning, school planning, the school development plan and documents regarding safeguarding. Questionnaires returned from 129 parents and carers, 33 staff and 100 pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are the rates of progress and attainment of all pupils and particularly those with special educational needs and/or disabilities?
- What is the school doing to improve standards in English?
- How well matched is the curriculum to the needs and abilities of all pupils and how well does it promote their personal and academic development?
- How effective has the school been in improving attendance since the last inspection?

## Information about the school

This is an above-average-sized school where most pupils come from White British backgrounds. The number of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is average. The school has a number of awards reflecting its commitment to healthy living, healthy eating and physical education.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides pupils with a good standard of education. It is a very happy and friendly school. Staff understand and care for pupils exceptionally well. Pastoral care is an undoubted strength and is central to pupils' and parents' confidence in the school. Pupils make good progress from their average starting points, reaching above average attainment at the end of Year 6. This shows good improvement since the previous inspection, especially in English where attainment fell in 2009. Pupils' good progress is due to generally good teaching. However, planning needs a greater focus on outcomes to sharpen the match of work to different abilities and ensure support staff are used more effectively.

Excellent progress in pupils' personal, social and emotional development underpins the exceptional relationships and high levels of respect and consideration which are common throughout the school. This is reinforced and enhanced by the especially strong parental links the school has built up. It also has outstanding links with local and community groups and agencies to support and enhance learning. Links with local schools are strong and particularly so in sporting activities. There is good provision for pupils with special educational needs and/or disabilities. Well developed local links assist in the development of community cohesion, which is strong within the school and local environment. While there are developing national and international links, these have not as yet had as strong an impact on pupils' understanding and respect for communities beyond their own.

Monitoring by all leaders has improved the quality of teaching and learning and so raised attainment. Leaders and managers have an accurate view of the school's strengths and weaknesses and there is a strong and cohesive determination to bring about improvement by all members of staff. In the best lessons, new initiatives, such as the better use of assessment, show signs of success and this has been markedly so in English. Attainment in English has gone from below average in 2009 to above average in 2010, with current school data indicating improvements in learning and progress across the school. The governing body challenges the school effectively and is at the heart of driving improvements. It cross-references reports at governing body meetings with regular formal and informal observations of the school. This ensures it has a clear and accurate picture of the school. Due to the positive vision and drive for improvement, the school's capacity for improvement is good.

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

- Improve teaching and learning by monitoring lesson plans and observing lessons to ensure the precise match of work to the ability of different groups, and the effective use of teaching assistants.

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- Improve community cohesion by developing national and international links to provide the pupils with an in-depth understanding, knowledge and respect of cultures and communities beyond their own locality.

## Outcomes for individuals and groups of pupils

2

Historically, attainment at the end of Key Stage 2 has been above the national average, although 2009 saw a marked drop to well below average in English. Current data show a marked improvement in English and a further rise in the other key subjects. Pupils' past work shows that they are stretched and have challenging targets. All pupils make good progress, including those with special educational needs and/or disabilities, and any gaps between groups have been closed. Collaborative work was seen throughout the school, both to enhance learning and encourage pupils of different abilities and ages to strive to achieve their best. Pupils are very enthusiastic and eager to learn. Year 3 pupils were observed eagerly exploring concepts related to direction and took great pride in demonstrating their knowledge of coordinates, while also displaying their excellent interpersonal and social skills in partner work.

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Pupils feel safe and eagerly express their pride in their school and teachers. They particularly like the variety of visits and visitors used to enhance their learning. They have a very positive work ethos and outstanding moral and social skills. The effect of this can be seen in all they do and in their exemplary behaviour. The way the school fosters personal development helps pupils to grow as sensible, caring and very health-conscious young people. All pupils were more than capable of explaining how to stay healthy and fit. The school council and the numerous opportunities pupils have to take responsibilities, such as acting as monitors, playground support and numerous charitable events, successfully encourage a strong sense of community spirit. Pupils enjoy active learning and thrive on the practical elements in lessons. Although their moral, social and aspects of spiritual development are strong, their understanding of other religions and cultures is weaker.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The profile of pupils' attainment and achievement since the last inspection indicates that teaching has improved. There are good features in teaching such as opportunities for pupils themselves to assess how well they are doing, and the use of interactive whiteboards to make learning interesting. Better use of assessment to identify and target improvements is having a positive effect, especially in English where a clear focus has brought about rapid change. In a successful lesson on language structure, pupils made excellent progress because of lesson objectives linked to clear outcomes and work well matched to different abilities. Nevertheless, although teachers use assessment data well to inform them about different ability groups within classes, their use of assessment to plan work for these different abilities is not as strong, and this, along with the inconsistent deployment of support staff, limits access to the higher levels of learning for some pupils.

All subjects are covered well within a curriculum that meets the needs of all the pupils, and is beginning to be successfully modified. This is making it more creative, with links made between subjects to make learning more interesting and purposeful. A strength of the provision is the wide range of extra-curricular opportunities. Pupils eagerly talked to the inspection team about these. Residential visits are used very effectively to enhance the pupils' understanding of the wider community and are increasingly selected with this purpose in mind.

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Outstanding care, guidance and support are firmly established within the vision for the school and are at the forefront of leaders' thinking. They are founded on the staff's thorough knowledge of the pupils and excellent relationships between adults and pupils. There is an excellent ethos of trust and pupils know they will be listened to and their views considered. This makes an excellent contribution to the school's happy atmosphere. Those pupils with special educational needs and/or disabilities receive well-managed support, enabling them to make good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and leadership team provide clear educational direction, drive and vision for the school. Improvements in the monitoring systems, especially in the good monitoring of the quality of teaching and learning, have led to improvements in attainment. This monitoring, however, does not ensure that the best possible use is made of teaching assistants or that all planning relates well enough to different abilities. Leaders and managers at all levels share responsibility for the development and improvement of the school, based on good self-evaluation. They effectively monitor teaching and learning and analyse assessment information, resulting in clear and robust strategic planning. This has led to a rapid rise in standards in English and improvements in the other core subjects. The governing body provides a good level of challenge and support for the school. The school's systems and procedures to promote good equality of opportunity and tackle discrimination are in place and ensure any issues are addressed quickly. Safeguarding arrangements have been a central focus of the school's development plan, resulting in exceptionally effective systems that underpin pupils' strong confidence in feeling safe.

The school has outstanding partnerships with parents and carers and outside agencies to support learning. The school's contribution to community cohesion is strong at a local level with the school playing an integral part in their local community. Pupils have a thorough appreciation of local lifestyles, faiths and customs, but have yet to develop an in-depth knowledge and understanding of the wider diverse society and world in which they live.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The majority of parents and carers who responded to the inspection questionnaire are very supportive of the school. They appreciate the care provided and feel staff are very approachable and provide a good education for their children. Parents and carers feel all children are seen as individuals and are very happy in school. One parent commented, 'Carbeile school is an excellent, well managed and organised school.' Another commented, 'Carbeile Junior School is a very happy and stimulating place to learn, for both children and parents.' A small number of parents and carers identified concerns about insufficient extra-curricular activities but inspection findings demonstrated a wide range available.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carbeile Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 129 completed questionnaires by the end of the on-site inspection. In total, there are 344 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	52	58	45	4	3	0	0
The school keeps my child safe	80	62	49	38	0	0	0	0
My school informs me about my child's progress	57	44	65	50	5	4	0	0
My child is making enough progress at this school	65	50	57	44	5	4	1	1
The teaching is good at this school	74	57	53	41	0	0	1	1
The school helps me to support my child's learning	63	49	57	44	6	5	1	1
The school helps my child to have a healthy lifestyle	60	47	64	50	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	46	62	48	4	3	1	1
The school meets my child's particular needs	60	47	62	48	2	2	1	1
The school deals effectively with unacceptable behaviour	53	41	60	47	8	6	3	2
The school takes account of my suggestions and concerns	56	43	62	48	4	3	0	0
The school is led and managed effectively	73	57	50	39	2	2	0	0
Overall, I am happy with my child's experience at this school	84	65	43	33	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 November 2010

Dear Pupils

**Inspection of Carbeile Junior School, Torpoint, PL11 2NH**

Thank you for your help and warm welcome when we visited your school. We agree with you that your school is a good school with some features even better. We were extremely impressed with the way you all get on with each other and help make the school a very happy place.

You are being successfully helped to grow up as sensible, healthy, considerate young people who behave exceptionally well. The school helps you make good progress in your learning. All adults in the school take very good care of you and make sure you are treated fairly.

Your headteacher and other leaders are improving your school rapidly. Those of you who sometimes find work difficult are given good support to help you make good progress. The curriculum is good and has a good range and number of activities to do after school. There are also many visits and visitors to the school which all help you learn.

In order to be even better, the school needs to make sure you all do as well as you can. To do this, leaders and managers should ensure they monitor teachers' planning and observe lessons to check that the work you are given is just right for each one of you, neither too easy, nor too hard, and that support staff are used effectively. The school also needs to ensure you have an in-depth understanding of the multicultural and diverse society in which we live, both within our own country and further afield.

You can all help by continuing to work as hard as possible

We wish you all well for the future.

Yours sincerely

Ronald Hall

Lead inspector

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