

# Carisbrooke Church of England Voluntary Controlled Primary School

Wellington Road, Carisbrooke, Isle of Wight, PO38 2NY

**Inspection dates** 18–19 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Progress for all groups of pupils, including disabled pupils and those who have special educational needs and those for whom the pupil premium provides support, has accelerated significantly and is good.
- All pupils in the current Year 6 have already made expected progress from their starting points and the proportion of pupils making better progress than expected is high.
- Teaching is good and any inconsistencies are rapidly improving because of robust checks by the headteacher and senior leaders.
- Pupils are well mannered and polite. They work well together and enjoy supporting each other in their learning.
- An exciting environment that strongly supports language development makes sure children get off to a good start in the Reception classes, from starting points that are below those typically seen, especially in those areas of language and communication.
- The governing body has a very visible presence in the school. Governors have a clear picture of the needs of the school and provide support and challenge well.
- The headteacher and recently appointed deputy headteacher are a very strong team who are not afraid to make difficult decisions to ensure that outcomes for pupils continue to improve.

### It is not yet an outstanding school because

- Pupils' progress in writing is not as good as it is in reading and mathematics and not enough more able pupils attain at the higher levels.
- Not enough teaching is outstanding.
- Some teachers, especially in Key Stage 1, do not explain clearly enough in their marking what pupils need to do next to improve.
- Opportunities for pupils to respond to the marking comments are not regular or frequent enough.

## Information about this inspection

- Inspectors visited all classrooms and observed 20 lessons, seven of which were joint observations with the headteacher or deputy headteacher. They also made short visits to classes to look at specific areas of learning.
- Work in pupils' books was examined during lessons and in a separate scrutiny. Pupils' views were sought both formally and informally throughout the inspection.
- Inspectors listened to a sample of readers from Year 2.
- Meetings were held with the headteacher, deputy headteacher, inclusion leader and the leaders of English and mathematics, several members of the governing body and a representative from the local authority.
- School documentation, including the school's own self-evaluation, development plans, records of pupils' progress and achievement, and records of the checks of teachers' performance were scrutinised.
- Questionnaires from school staff were analysed, together with the responses from 22 parents and carers to the online Parent View survey. Inspectors also scrutinised the 120 responses to the school's own survey of parental views.
- Visits were made to the breakfast club and after-school provision.

## Inspection team

Penny Spencer, Lead inspector	Additional Inspector
Jamal Hassan	Additional Inspector
Victor Chaffey	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average primary school. Pupils are taught in single-age classes with the exception of Years 4, 5 and 6 which are taught in a combination of mixed- and single-age classes.
- The proportion of pupils supported by the pupil premium, which is additional government funding for looked after children, pupils known to be eligible for free school meals and children from service families, is below average but rising steadily.
- Most pupils are White British. A few pupils are from minority ethnic backgrounds and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages the school's breakfast and after-school clubs and these were subject to this inspection.
- As part of the Isle of Wight local authority reorganisation the school became a primary school in September 2011. This resulted in significant changes and additions to staff, through redeployment and increased pupil numbers.
- A substantive deputy headteacher and inclusion manager were appointed in September 2011.
- The school has undergone a recent programme of rebuilding to support its growth.

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

- Raise the quality of teaching so that much of it is outstanding and so raise achievement by:
  - making sure teachers plan lessons that clearly identify the needs of all pupils and allow them to succeed independently
  - ensuring teachers' feedback in pupils' books, especially in Key Stage 1, clearly identifies the next steps that pupils need to take and that there are consistent opportunities for all pupils to respond to the feedback and correct their work
  - checking that teachers always set tasks which are challenging enough for higher achievers
  - sharing more widely with all teachers the very good practice seen in some classes.
- Further develop the role of middle leaders in ensuring accountability of teaching staff through increased involvement in lesson observations.

## Inspection judgements

### The achievement of pupils is good

- A strong focus on the development of language in an environment that supports this learning in an exciting way means all children make good progress from their starting points in Reception. Assessment over time shows an increase in the numbers of children, from all groups, achieving above age-related expectations and assessments are above national expectations in all areas of learning.
- Standards at the end of Year 2 have risen steadily over time and are above the national average, except at the higher Level 3 in writing. Standards in 2012 for pupils in receipt of the pupil premium were in line with similar pupils nationally. By the end of Year 6 in 2012, the first year of information on pupils' achievement for the school, standards were broadly in line with the national average overall, except at the higher Level 5 in writing, where attainment was below average. This is because teachers do not always plan enough opportunities for pupils to demonstrate what they have learnt or set high enough expectations for the most able pupils to challenge and stretch them sufficiently.
- The accurate and detailed pupil tracking systems in place provide evidence that progress in all subjects and across all year groups has accelerated for all groups of pupils, including disabled pupils and those with special educational needs, plus those in receipt of the pupil premium.
- One hundred per cent of the current Year 6 pupils have made at least two levels progress from their starting points and a significant proportion have made better progress than expected.
- Based on their average point scores, pupils known to be eligible for free school meals were up to a year behind their peers in the 2012 national tests in both English and mathematics and their progress was significantly below the national average. Current assessments indicate that they have now caught up in reading and mathematics and are catching up quickly in writing. Their outcomes, in both subjects, are set to rise sharply this year because they now make good and sometimes outstanding progress.
- Pupils enjoy reading and during informal discussions were keen to talk about the books they were reading. The secure foundation they receive in the linking of letters and the sounds they make (phonics) enables them to read unfamiliar words. Pupils who read to inspectors were confident in their use when tackling unfamiliar words.
- The recent introduction of specific teaching time for practising basic skills, including spelling, particularly for the older pupils, is contributing to the increased progress being made by all pupils in their writing.

### The quality of teaching is good

- Improvements in the quality of teaching since the last inspection are as a result of better checking of its quality in relation to pupil outcomes and good training and support opportunities for all staff, provided by the school.
- Most lessons are planned carefully and activities are interesting. In a good English lesson in Year 2 the teacher's lively and enthusiastic approach, good use of visual prompts and clear modelling of the writing process, enabled pupils to successfully write a description of the Titanic.
- Most teachers consistently use good questioning skills to draw information from pupils or to check understanding. In a good English lesson for pupils in the mixed Years 4 and 5 class, the teacher quickly assessed pupils' work by asking if they had included particular types of sentences in their writing and reminding them of their targets for success.
- Teachers' relationships are good and there is a very consistent approach to managing behaviour. Pupils commented on the way teachers helped them during lessons if they were stuck. Expectations are clear and pupils respond well.
- Scrutiny of pupils' books shows teachers mark them regularly and as pupils move through the school there is evidence that pupils have more opportunities to read and respond to the

comments. Some teachers, especially in Key Stage 1, do not indicate clearly enough exactly what needs to be done to improve and opportunities for pupils to correct mistakes are not frequent or regular enough.

- Teachers ensure work is suitable for pupils of different abilities but some less able pupils are sometimes set work that needs too much support from an adult to be completed which makes it difficult for them to be independent learners.
- Teaching assistants have a good understanding of what needs to be done because planning is shared and expectations are made clear. They support pupils of all abilities and are confident in their approach. They are particularly good at supporting pupils who have physical disabilities to be included in the lessons.
- Small group sessions and specific programmes to help pupils to catch-up are taught well by the deputy headteacher and a dedicated support teacher. They are extremely well focused and have been significant in the accelerated progress made by disabled pupils and those with special educational needs.

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

- Behaviour around the school and in lessons is good. The records provided by the school show that this is typical and represents an improvement since the last inspection.
- Pupils say they feel very safe at school and parents and carers fully concur with this view. Regular opportunities to develop a good awareness of how to keep themselves safe in and around the local community are provided by the school in the form of visits from the local police and fire brigade and pupils were keen to explain exactly what they had learnt.
- There are clear systems to record any instances of poor behaviour. The slim file was a testament to the uncommon nature of such events.
- Pupils enjoy coming to school and they enjoy learning. They are very polite and engaged the inspectors in conversation whenever possible. They play sensibly and responsibly on the playground and use the space well. In lessons where teaching is less effective some pupils' attention wandered and their learning slowed.
- Pupils say there is very little bullying of any kind in the school and if they were concerned they knew who to go to for support. Older pupils fully understood about the various types of bullying. Work undertaken during anti-bullying week was displayed proudly.
- Attendance has improved as a result of better partnerships with parents and carers, especially with regard to term-time holidays, and is now above average.
- Pupils who attend the breakfast club and after-school provision are looked after well and say they enjoy the activities on offer.

### **The leadership and management** are good

- The headteacher, deputy headteacher and inclusion leader are ensuring that standards are rising and that a legacy of underperformance and poor teaching is rapidly reversed. Staff work well as a team and there is a strong commitment to improvement.
- Good procedures have been introduced for gathering information. Rigorous evaluations by the senior leaders and regular meetings with teachers have improved the accountability of all teachers for the sustained progress of all pupils.
- Training is provided to improve teachers' skills in key areas by senior leaders, external consultants employed directly by the school or through joint working with other schools. Opportunities to allow teachers to learn and improve from observing examples of the best practice seen in the school have yet to be developed fully. The local authority provides no support for the school and has not done so for at least 18 months.
- Rigorous management of teachers' performance is linked closely to the new teachers' standards. A current target for all teachers is to continue to improve the achievement of pupils in receipt of

the pupil premium, disabled pupils and those with special educational needs. Progression up the pay scale is carefully matched to pupil outcomes.

- Pupils' spiritual, moral, social and cultural awareness is promoted well through the curriculum and the ethos of the school is reflected in its equality of approach towards developing all pupils into confident young people ready to move on to the next stage in their learning.
- Safeguarding procedures are fully in place and are regularly checked by governors and leaders.
- Middle leaders, for example leaders of mathematics and English, have a clear understanding of the strengths and areas for improvement in their areas of responsibility. However, they are not yet fully involved or effective in holding teachers to account by assessing the quality of teaching and pupils' progress through lesson observations.
- **The governance of the school:**
  - Governors are a very visible presence in the school. They are fully aware its strengths and areas for development. They use this knowledge to challenge leaders effectively and minutes of meetings show specific challenge to school leaders to the poor progress for some pupils in 2012 and the school's standing against similar schools. They receive concise information from school leaders who have initiated specific training for governors on the analysis of pupils' performance to increase their effectiveness in monitoring the quality of teaching and achievement. They understand how the pupil premium is allocated and have input into how it is spent. They are developing their skills of evaluating the impact it has on outcomes for pupils. They check that improvements in pupils' performance are the driving force behind the progression of teachers along the pay scale.

## 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>	118113
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	401728
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	307
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Collis
<b>Headteacher</b>	Katharine Marshall
<b>Date of previous school inspection</b>	13–14 July 2010
<b>Telephone number</b>	01983 522 348
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