

Carbeile Junior School

Trevol Road, Torpoint, Cornwall, PL11 2NH

Inspection dates 16–17 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement over time has not been good enough. This is particularly the case in writing and mathematics. Too few pupils have made good progress from their individual starting points at the school.
- Pupils who are disabled or have special educational needs achieve less well than other pupils. Over time, too few are making the progress that would normally be expected.
- Teaching for some time has not ensured that all groups of pupils learn sufficiently well. Activities provided by teachers do not provide enough challenge to pupils to allow them to achieve well. Work is often too easy or too hard. As a result, pupils' learning is not always developed quickly enough.
- Some teachers do not demand high expectations of pupils' behaviour. When learning lacks challenge, some pupils become restless, attitudes to learning worsen and they do not always concentrate or work hard.
- Senior leaders have not checked pupils' progress effectively enough to be able to judge accurately the school's effectiveness. They have not always identified areas that need improvement quickly enough.
- Middle leaders, including those responsible for subject areas, have not checked the quality of teaching rigorously enough to ensure that teachers successfully help pupils to achieve well.
- Governors have not effectively held leaders to account to improve the quality of teaching in order to raise pupils' achievement.

The school has the following strengths

- Pupils' achievement in reading has improved and is now good.
- The quality of marking of pupils' work is good. Pupils use the comments teachers make to improve their work. This is leading to pupils' improving rates of progress across all subjects.
- The majority of parents are positive about the school and say that their children are safe.
- Pupils are polite and well mannered. They behave well outside lessons. Attendance is above average. The school keeps pupils safe.
- Leaders ensure that pupils' spiritual, moral, cultural and social development is promoted well through a wide range of subjects and activities.

Information about this inspection

- Inspectors observed teaching in 21 lessons, one of which was undertaken jointly with the headteacher and another with the assistant headteacher. Inspectors also observed small-group teaching to improve pupils' skills in literacy and numeracy.
- Inspectors listened to some pupils read, looked at pupils' work in their books and spoke to others about their work and other aspects of school. They observed pupils at playtime, attended an assembly and observed a session of 'Wake and Shake' being delivered by Year 6 pupils.
- They held meetings with the headteacher and members of staff. They discussed pupils' progress in literacy and numeracy and the progress of disabled pupils and those with special educational needs.
- Inspectors examined a range of school documentation including records of the quality of teaching, the school's information on pupils' progress, the sport funding action plan, the school improvement plan and records of behaviour, attendance and safeguarding.
- A meeting was held with seven governors, including the Chair of the Governing Body. The lead inspector spoke with an adviser from the local authority and the school's improvement partner.
- The views of parents were taken into consideration, including the 27 who responded to the online questionnaire, Parent View. The views of several parents, gained at the start of the school day, were also taken into account. Two parents contacted the inspectors directly; one parent met with the lead inspector and a letter was received from another.
- The opinions of staff were also considered, using the 32 responses to the staff questionnaire.

Inspection team

John Cavill, Lead inspector

Additional inspector

Linda Rafferty

Additional inspector

Alan Jones

Additional inspector

Full report

Information about this school

- Carbeile is a larger-than-average-sized junior school when compared to all primary schools.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of those who are supported by school action plus or who have a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium is average. This additional funding supports pupils who are known to be eligible for free school meals or are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The permanent headteacher is due to retire at the end of this term. The current assistant headteacher has been appointed to the post of headteacher from September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise achievement, especially in writing and mathematics, by making sure that:
 - teachers plan work for pupils that is neither too easy nor too hard so that the pace of learning can be faster in lessons
 - teachers move pupils' learning on when pupils demonstrate that they understand what they are doing
 - teaching assistants better support pupils, especially those who are disabled or have special educational needs, so they are more able to take decisions about their learning by themselves.
- Improve pupils' behaviour so that all pupils have good attitudes to learning and want to do their best by making sure:
 - teachers express high expectations of behaviour so that pupils are ready to learn and remain fully involved
 - every teacher sets work that challenges, stimulates and encourages pupils to do their best and make the progress of which they are capable.
- Improve the effectiveness of leadership and management by:
 - leaders and governors making better use of accurate information on pupils' achievement to help judge the school's performance and remedy weaknesses identified
 - strengthening the impact of the procedures in place to check on the quality of teaching, by leaders at all levels, in order to raise teachers' expectations for what pupils are able to achieve.
 - checking the progress of pupils who are disabled or have special educational needs more rigorously to ensure that additional support provided for these pupils is successfully accelerating their progress
 - increasing governors' ability to effectively challenge leaders to improve the quality of teaching in order to raise pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because their progress in writing and mathematics has not been good enough for some time.
- An analysis of pupils' progress information indicates that too few pupils have exceeded the expected rate of progress in writing and mathematics by the end of Year 6. Progress in writing and mathematics made by pupils across Key Stage 2 is still not fast enough. As a result, standards in writing and mathematics at the end of Year 6 are lower than those in reading.
- The most able pupils are achieving much better in reading and writing than in mathematics. Teaching does not always provide appropriate work to develop their learning fully.
- The progress of disabled pupils and those who have special educational needs requires improvement. Not enough of these pupils make the progress that would normally be expected. Over time, they achieve less well than other pupils at the school from their individual starting points.
- Progress in reading has improved and is good. This is due to better teaching over time. Pupils are developing their reading skills well with regular guided reading sessions. Pupils who find reading difficult are supported well with additional help with their phonic (linking letters and sounds) skills. Pupils read regularly at home and enjoy reading aloud in school, so their language development is good.
- A scrutiny of current pupils' work indicates that the achievement of different groups of pupils is now similar. Work in pupils' books shows progress is improving quickly and many pupils have achieved well since the start of the year.
- Pupils' skills and understanding of grammar, punctuation and spelling, following a whole school focus, have resulted in improving standards in English. This is especially strong in Years 3 and 4, but developing well throughout the school.
- The gap in attainment in Year 6 between those eligible for additional funding support and other pupils in 2013 was approximately two terms. Current evidence of pupils' attainment shows that the attainment gap in English will be closed in English and halved in mathematics in 2014.
- Greater numbers of pupils are taking part in a wider range of sports supported by the additional school sport funding. Pupils say they are proud to represent the school in sports events.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not consistently promoted good achievement. There has not been enough good teaching in writing or mathematics over time to result in good achievement for all groups of pupils.
- Teachers' expectations of what pupils can do are not consistently high enough. Occasionally, work is either too easy or too hard for pupils. Pupils who find the work too easy are expected to complete this before moving on to work at a more appropriate level. Others find it difficult to get started. Pupils become restless and talkative, slowing their learning and preventing them making the progress of which they are capable.
- In some lessons, teachers are not regularly checking pupils' learning. Consequently, once pupils can demonstrate they have a secure understanding they are not quickly moved on to become even more successful in their work. Pupils' progress is most rapid where teachers check regularly how well pupils are doing and promptly adapt activities to increase the challenge or provide support where needed.
- Teachers plan lessons to make use of teaching assistants to support pupils, especially those who are disabled or have special educational needs. Pupils value their support. However, in some cases, teaching assistants are providing too much help for these pupils. As a result, some pupils are not routinely making decisions about what to do next by themselves and this slows their progress.

- Where learning is best, pupils work hard because teachers provide tasks that are challenging and relevant. This helps them to concentrate and achieve well. For example, Year 4 pupils were using coordinates and compass directions to navigate around an island to find different exotic animals. This built upon the previous day's visit to the Eden Project as part of their topic on rainforests. This prompted much excitement because of the meaningful link to their geography topic and captured the imagination of boys and girls alike. From the start, the most able were challenged further to use their knowledge to plot a course diagonally across the map, using eight directions on a compass.
- Teachers mark pupils' work regularly and they provide helpful comments to show pupils how they can improve their work. Pupils use these well and respond with a purple pen to highlight improvements, which are checked by teachers to inform future planning. Pupils understand their personal learning goals in literacy and numeracy and know what they have to do in order to achieve them. Teachers ensure that these goals are checked when work is produced in other subjects.
- Despite weakness in teaching, most parents felt that their children's learning was effective in many lessons.

The behaviour and safety of pupils

requires improvement

- Pupils' behaviour requires improvement. Although pupils are friendly and polite, their attitudes towards their learning are not always as positive.
- Where teaching requires improvement, pupils sometimes become distracted, fidgety and lose concentration. Pupils spend too long settling down to work and carry on chatting when asked by the teacher to stop. This is because some teachers' management of behaviour is not always effective and teachers do not always set high expectations of how pupils should behave. This is in marked contrast to classes where pupils are engrossed, challenged and excited by their work. Attitudes towards learning in these classes are very strong.
- During break and lunch times the school is calm and pupils play well together. The atmosphere in the playground is happy and welcoming. Throughout the open spaces and in the dining hall, pupils are respectful of each other and enjoy the range of activities available. Attendance is above average and pupils are punctual arriving to school.
- Pupils typically get on well together, regardless of background. They show care and sensitivity towards those pupils who have additional difficulties. They show maturity when working together in lessons and listen respectfully whilst others share their views.
- The school's work to keep pupils safe and secure is good. The site is safe and secure; pupils know their boundaries and take care when moving around the school. The vast majority of parents who responded to Parent View or spoke to an inspector said that their children are safe.
- Pupils say they feel safe. They say that incidences of bullying are rare, but when pupils fall out or call names they know an adult will help them to sort it out. They have a good understanding of the different types of bullying and how to keep safe when using technology, including the internet.

The leadership and management

require improvement

- Leadership and management require improvement. Checks of teaching and learning undertaken by school leaders to ensure all groups of pupils make good progress have not been rigorous enough in the past.
- Previous information on pupils' progress was found to be unreliable. This led to an unclear understanding, by leaders and governors, of the school's strengths and weaknesses. Consequently, leaders were unable to judge accurately the school's performance when compared to other schools, leading to an inaccurate school self-evaluation. A new system to track pupils' achievement has been adopted this year and has improved the information available. As a result, leaders now have an accurate understanding of the impact of good

teaching on good achievement. Plans for improvement are now more focused on essential priorities.

- Leadership and management of the provision for pupils with a disability or special educational needs require improvement. Checks on whether the additional support these pupils receive is resulting in their accelerated progress are not good enough. As a result the progress of these pupils is less than their peers.
- The headteacher has a clear vision for the future of the school, which is shared by all staff and governors. Teachers are committed to improving their practice, undertake regular training and are reflective of their own teaching. Teachers are challenged about how their performance is linked to pupils' achievements. This has secured improvements in the quality of teaching.
- Middle leaders are becoming increasingly active in checking the quality of teaching and learning in their areas of responsibility, for example by scrutinising pupils' work. However, they have yet to evaluate more thoroughly the impact their actions are having on pupils' progress or provide teachers with more guidance about how to raise pupils' expectations.
- The school has the capacity to sustain improvements. The local authority has provided support to the school over the last year, working with governors and school leaders. It supported the governors in their appointment of the new headteacher.
- The wide range of subjects taught provides pupils with many opportunities to extend their experiences of the local and wider community. Visits are a regular feature and provide pupils with memorable experiences. A range of themed topics successfully incorporates plans to improve pupils' basic skills in literacy and numeracy. Activities within school, such as the Green Club helping to reduce the school's environmental impact, provide pupils with opportunities to work together. Pupils' good spiritual, moral, social and cultural development helps foster their caring attitudes towards each other.
- The provision for sport is well developed. Leaders use the additional funding effectively so that teachers deliver good quality physical education. This is having a positive impact on pupils' physical well-being and understanding of the importance of keeping fit and healthy. Pupils say they enjoy the new clubs, such as Zumba, that are on offer.
- Leaders and governors robustly manage safeguarding procedures. The staff do not tolerate discrimination of any kind, ensuring that all pupils have equal opportunities to participate in the full curriculum.
- **The governance of the school:**
 - The local authority has provided good support to the governing body in the last year. As a result, governors are now much better informed and have increased the rigour of their procedures to check the school's work. The governing body has increased its capacity to challenge the school effectively with the appointment of new governors. This followed a full external review of governance by the local authority and governors have implemented all of the review's suggested actions. This included identifying the range of skills represented and some focused training. As a result, a further review of the governing body's work is not considered necessary. Governors have a clear understanding now of the effectiveness of the school compared to others locally and nationally and are determined to improve it. They have a good understanding of the quality of teaching over time, as well as currently within the school. They understand the relationship between performance of staff and pupils' performance and know that salary progression is linked to improvements in pupils' achievement. They check the additional funding is closing gaps in attainment for eligible pupils and have a secure grasp of the effectiveness of the ways in which the sport funding is used.

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

Unique reference number	111969
Local authority	Cornwall
Inspection number	443919

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair	Delia Wilkinson
Headteacher	Penny Geach
Date of previous school inspection	4–5 November 2010
Telephone number	01752 812474
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