

Inspection of a good school: Carbeile Junior School

Trevol Road, Torpoint, Cornwall, PL11 2NH

Inspection dates:

16 and 17 November 2021

Outcome

Carbeile Junior School continues to be a good school.

What is it like to attend this school?

Pupils relish school. They eagerly participate in lessons. Parents are equally as impressed with the school. They value the 'family feel'. Parents praise the school's caring and approachable staff and hold the headteacher in high esteem. They speak positively about the school's, 'fantastic support' and the inspiring remote learning over lockdown.

Pupils benefit from the strong nurturing environment. Leaders have high expectations of staff and pupils. Leaders ensure that the teachers have the training they need to meet these high expectations. Staff training ensures that teachers use effective teaching approaches to match pupils' needs.

The school's calm and purposeful atmosphere helps pupils to feel safe and content. Pupils play well together in the extensive grounds. They choose from a wide range of equipment to play with and say, 'there's no time to be bored'. The school instils a strong sense of what is right and wrong in pupils, so that pupils manage friendships well. Bullying is rare.

Pupils benefit from a wide range of activities to develop their personal skills. For example, the school offers a range of clubs, such as choir, orchestra and football. Pupils take part at county-wide events, such as cross-country and field-gun competitions and achieve well.

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

Staff follow the shining example set by the headteacher and are ambitious for all pupils. Governors bring a wealth of expertise to their roles. They have an accurate understanding of the school's priorities for improvement and challenge leaders appropriately. Pupils settle quickly in Year 3. By the time they leave the school at the end of Year 6, they are well placed to make a good start at secondary school.

Teachers foster a love of reading through the books they share in class and in displays outside of classrooms. Pupils particularly love to curl up and enjoy a book with their friends in the welcoming reading pods. The school's phonics programme is well

structured. Staff are well trained in how to teach reading. They match books well to the sounds that pupils know. This helps pupils to experience success and those that struggle, catch up well.

The school has established a highly effective approach to the teaching of mathematics. The leader provides staff with clear guidance. Expectations of pupils' quick recall are high. Teachers plan lessons carefully to close gaps in areas, such as pupils' arithmetic. Pupils work hard in lessons and often reach for the most challenging questions to tackle.

Leaders ensure that all pupils are involved in every aspect of school life. Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders train staff well, so that pupils' needs are identified quickly and acted upon. Parents are highly positive about the support their children receive.

Leaders have set out the essential knowledge that pupils will learn and by when. In a minority of subjects, pupils have a more varied experience. This happens when leaders have not clearly identified the precise knowledge that pupils should learn. As a result, learning does not carefully build on what pupils already know.

Leaders ensure that there is strong provision to develop pupils' personal, social and emotional health. Pupils learn how they can make a positive contribution to society. Lessons help pupils to understand how to manage money when they are older. The school keeps pupils informed about current affairs. For example, the eco team help the school to work towards an environmentally healthy future.

Pupils behave well. Lessons are free from disruption. In assemblies, pupils are encouraged to explore important issues, such as keeping safe. Pupils are able to explain their understanding of respect. They demonstrate a tolerance of others who may have different views to their own.

There is a strong sense of teamwork in Carbeile. The school is at the heart of its community. Musical events, such as 'Classtonbury', are enjoyed by pupils, staff and parents alike.

Staff appreciate leaders' actions to reduce their workload and enjoy working together.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding within the school. Staff know their pupils very well and are quick to act on any concerns. Staff are able to spot potential signs of abuse or neglect because of the effective training they receive. Leaders are vigilant in making sure that families get the right support in a timely manner.

Pupils learn how to keep themselves safe in a variety of situations. Lessons help pupils to gain a strong understanding of healthy relationships and an understanding of consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should continue their work to develop the school's curriculum. In a minority of subjects, curriculum plans lack detail. Therefore, pupils do not understand or remember enough of what they have learned. Leaders should strengthen the detail of their curriculum plans to better build the knowledge and skills that pupils need.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged school to be good on 14 and 15 June 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111969
Local authority	Cornwall
Inspection number	10199848
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair of governing body	Sheena Morton
Headteacher	Mr Pete Hamlyn
Website	www.carbeile.cornwall.sch.uk
Date of previous inspection	14–15 June 2016

Information about this school

- There has been a new chair of the governing body since the last inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- During the inspection, the inspector met with the headteacher, the deputy headteacher and members of staff. She spoke with four representatives of the governing body and a representative of the local authority.
- The inspector spoke with pupils, both formally and informally, about their work and school life. The inspector observed pupils' behaviour in lessons and during lunch and play times.
- The inspector looked at a range of documentation relating to safeguarding, including leaders' checks on newly appointed staff.

- The inspector spoke with parents and considered the 64 free-text responses to Ofsted's online survey, Parent view.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. She also looked at other subjects, including computing and design and technology. For each deep dive, the inspector met with subject leaders, reviewed curriculum plans, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and considered samples of pupils' work.

Inspection team

Tracy Hannon, lead inspector

Ofsted Inspector

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