

Inspection of a good school: Carville Primary School

The Avenue, Wallsend, Tyne and Wear NE28 6AX

Inspection dates: 12 and 13 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Carville Primary welcomes pupils from many different nationalities. The flags of all the countries represented in school are displayed with pride. Those who join the school at different starting points throughout the year value the way they are supported by pupils and teachers. One pupil commented, 'I didn't come from England, but two friends in school help me learn English'.

Children in the early years enjoy coming to school. They like being with their friends, learning and playing together. Reception-age children take delight in being role models for the nursery children. They show them how to play, share books and tidy up.

Staff have high expectations of all pupils. Lessons are interesting and relevant. However, pupils still have some gaps in their knowledge.

Pupils say that bullying does happen but teachers successfully intervene to stop it. However, older pupils are concerned by some pupils' behaviour that disrupts lessons. They sometimes feel worried in their classrooms because of this. Some express fear of being hurt by objects thrown in class. Some feel anxious when there are aggressive outbursts from a small number of other pupils. Pupils want a consistent approach to behaviour management.

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

Leaders ensure that staff teach early reading consistently well. All staff are trained to teach phonics. The phonics programme is tightly structured and extends into key stage 2. The youngest children gain pre-reading knowledge and skills from the moment they enter nursery. Reception children learn their sounds quickly and can blend sounds to read well. Pupils who fell behind with reading due to the COVID-19 pandemic are benefiting from

the catch-up programmes which are in place. Pupils are encouraged to read at school and teachers regularly read aloud to pupils. Class texts cover a rich range of authors, celebrating diversity.

Leaders have introduced a broad and ambitious curriculum for all pupils, starting in early years. This is based on the rich heritage of the local area. The way in which key knowledge and skills are built up over the years is identified. However, in some subjects, there are long periods of time before pupils revisit their prior learning. For example, in mathematics, fractions are taught in the summer term. This means that some pupils do not recap on fractions knowledge for two terms. This affects pupils' progress as they do not remember previous learning and have to re-learn the basics again.

In geography, the over-arching concepts are yet to be threaded through the curriculum. As a result, pupils do not connect their new learning with the lessons they have been taught in the past. Pupils find it difficult to remember and talk about previous learning. Teachers check pupils' knowledge at the beginning of topics. They identify any gaps and misconceptions so that these can be addressed.

The leadership and management of special educational needs and/or disabilities (SEND) is a strength. Staff have helped pupils to overcome significant challenges. Many pupils have complex needs. Staff have high expectations for pupils with SEND. Individual plans for pupils have targets broken down into small achievable steps. Pupils with social and emotional needs access specialist support.

Leaders promote good behaviour and have programmes in place for pupils with behavioural needs. A new 'restorative' method of managing pupil behaviour has recently been introduced. Some pupils do not understand the approach and believe it to be unfair. Despite measures in place, a minority of pupils show very challenging behaviours. They quickly become agitated, using inappropriate language and sometimes physical aggression.

There is a wide-ranging personal development programme. Spiritual, moral, social and cultural education are woven into the curriculum. As a result of the comprehensive lessons exploring what makes good relationships, pupils are reflective about friendships and relationships with others. There is a strong drive to ensure that pupils know how to be healthy, in terms of diet, emotional and physical health. Extra-curricular clubs such as cycling proficiency, cookery and orienteering develop skills for life.

Children in early years learn through the well-planned and well-presented tasks activities. Early years staff use every opportunity to model spoken language. Children's individual needs are well met because staff regularly check what children know.

Senior leaders know the school and the needs of the community exceptionally well. Governors are fully informed about leaders' actions and support the new approach to behaviour. They take staff views seriously and have clear systems in place to gather these regularly. Staff report high levels of support from leaders.

In discussion with the headteacher, the inspector agreed that behaviour management and curriculum structure may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

All staff have up-to-date training in safeguarding issues. They are adept in identifying the pupils who need support.

Leaders work closely with other agencies and are determined to ensure that pupils receive the support they need. Leaders build and maintain good relationships with families to ensure that they can offer the support needed to pupils at the school.

Pupils are well informed about the ways in which they can keep themselves safe. This includes lessons about online safety.

Leaders undertake all the expected checks when recruiting new members of staff. Effective safeguarding induction procedures are in place.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils display aggressive outbursts in class. This makes other pupils anxious about their safety. Leaders should continue their actions to ensure that pupils are protected from harm. Leaders should ensure that pupils have a thorough understanding of the school's restorative practice approach, and why it is being used, to establish the fairness of the policy.
- In foundation subjects, curriculum guidance identifies what should be taught and when. However, there are long gaps before pupils revisit some aspects of the curriculum. In subjects such as geography, key concepts are yet to be threaded through the curriculum. This means that pupils struggle to connect learning and remember what they have already been taught. Leaders should do more to identify which particular knowledge and concepts to emphasise in the curriculum and revisit more frequently. This is to ensure that pupils remember crucial subject-specific content and gain a deeper understanding of recurring themes in different subjects.

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 second section 8 inspection since we judged the school to be good in November 2011.

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	108592
Local authority	North Tyneside
Inspection number	10211116
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair of governing body	David Baldwin
Headteacher	Rob Harker
Website	www.carvilleprimary.co.uk/
Date of previous inspection	10 January 2017

Information about this school

- There has been a change in leadership since the last inspection.
- The school uses one registered alternative provision.

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 leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, deputy headteacher, special educational needs coordinator, curriculum and assessment lead practitioner and early years leader.
- The inspector carried out deep dives in three subjects: reading, mathematics and geography. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. The inspector also looked at curriculum documentation for early years.
- The inspector met representatives of the local governing body, including the chair. She also met with the local authority education advisor who supports the school.

- Responses to the pupil, parent and staff surveys were also taken into consideration.

Inspection team

Mary Cook, lead inspector

Her Majesty's Inspector

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