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Rob Harker  
Headteacher  
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Dear Mr Harker

### **Serious weaknesses monitoring inspection of Carville Primary School**

This letter sets out the findings from the monitoring inspection that took place on 5 November 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to have serious weaknesses following the graded (section 5) inspection that took place in July 2023.

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you, other senior leaders, staff, governors, representatives from the local authority and representatives from the multi-academy trust who are supporting the school, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also carried out activities such as visits to lessons, meetings with other staff and scrutiny of pupils' work and other documentation. I have considered all this in coming to my judgement.

**Leaders have made progress to improve the school, but more work is necessary for the school to no longer be judged as having serious weaknesses.**

## **The progress made towards the removal of the serious weaknesses designation**

Since the previous inspection, your leadership team has remained the same, however there have been changes to the wider teaching team. The school has appointed new staff as class teachers and teaching assistants. During this visit, I primarily focused on actions to improve the quality of education that pupils receive and work to improve pupils' behaviour and attitudes to learning.

The school has rightly prioritised developing the curriculum so it is ambitious. This includes the teaching of phonics and reading. With the support from a multi-academy trust, leaders have ensured that the curriculum is now broad and sequenced to help pupils build their learning over time securely. Improved curriculum thinking now helps teachers to know what to teach and in what order. Leaders have introduced expectations of how lessons should be structured. This is helping staff to know what to do and when. The school has set new expectations so that staff make regular checks on learning. This helps pupils revisit learning regularly. Leaders recognise that these new expectations continue to need to be used consistently across the school to ensure that pupils have the knowledge to be successful.

Leaders recognise that there continues to be variation in how the curriculum is taught. The school provides a range of professional development opportunities. These have started to bring about greater consistency in teaching. For example, all staff have received training linked to the new phonics curriculum. The school, with help from a multi-academy trust, has a more systematic approach to how leaders will monitor the impact of changes that they have made. In some subjects, the school is developing a more precise understanding of the impact of leaders' work. For example, in mathematics the sequencing of the subject has been refined and in turn pupils are working more in line with the school's year group expectations. However, pupils' overall achievement in reading, writing and mathematics by the time they leave school remains well below the national average.

The provision for pupils with special educational needs and or disabilities (SEND) is developing. Training for staff has helped sharpen the support given to pupils with SEND. Pupils' individual learning plans are well-considered. Despite these improvements, the quality of support for some of these pupils remains inconsistent.

You have raised expectations for pupils' behaviour. Pupils' behaviour and attitudes to learning are improving. The school has a new simpler approach to addressing incidents where pupils' behaviour falls short of these expectations. A shared understanding between staff and pupils of what behaviour is expected is reducing the number of serious incidents in school. Pupils feel more able to get on with their learning. Staff are becoming more responsive to any challenging behaviour pupils may present. Staff feel positive about the impact the improved behaviour policy is having for them and the school.

Some governors have left the governing body since the previous inspection and these roles have been difficult to fill. Nevertheless, the governing body understands the continued work needed to further improve the school. Governors use external advice, from both the local authority and a multi-academy trust, more routinely alongside their own work to ensure that the school is addressing the challenges it faces.

The school has raised its expectations for what pupils can and will achieve. You have recognised the significant work needed to further improve the school. The school has started that journey. Leaders' reflections of the school's current strengths and priorities is accurate. You acknowledge there is still more work to be completed.

Through effective working relationships with a multi-academy trust, you have prioritised the development of a broad and ambitious curriculum for all. The school continues to use the guidance from leaders within the multi-academy trust to move forward with school improvement. Leaders and staff understand that the shared networking that the multi-academy trust offers is an important part of the school's ongoing development. Staff recognise the new opportunities they have to develop their understanding and skills. They are positive about these. The changes to the curriculum have brought some changes in staff workload but staff feel well supported to embrace these changes. Staff are proud of the collaborative working that is improving the school.

I am copying this letter to the chair of the board of governors, the Department for Education's regional director and the director of children's services for North Tyneside. This letter will be published on the Ofsted reports website.

Yours sincerely

Emily Stevens  
**His Majesty's Inspector**