

Inspection of Carville Primary School

The Avenue, Wallsend, Tyne and Wear NE28 6AX

Inspection dates:	16 and 17 September 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Inadequate

What is it like to attend this school?

The school is a welcoming, calm and positive environment. Pupils behave well. They have a secure understanding of what it means to be part of the school community. Pupils have positive attitudes to learning and strong relationships with adults. They feel safe. Pupils know that if they need help, staff are swift to offer support.

Pupils enjoy their time together. They are respectful and are proud of their diverse school. Pupils are supported well to settle into the school.

While pupils are beginning to learn more in areas such as mathematics and phonics, gaps in their knowledge remain. The school has high expectations of what pupils should learn, but these expectations are not fully realised. Pupils, including those with special educational needs and/or disabilities (SEND), do not achieve well across the range of subjects. This means that pupils do not develop their knowledge and skills as well as they could.

Pupils enjoy the range of sporting activities available. They take on leadership responsibilities through the school council. Pupils value the opportunity to participate in the school choir. Older pupils talk positively about their experiences on the annual residential trip and how this helps them to develop confidence and resilience. However, wider opportunities to develop their interests are more limited.

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

Significant changes to the curriculum have been in place from the start of the last academic year. Children in the early years and younger pupils are benefitting most from these changes. Green shoots are evident in important areas, including mathematics and phonics. However, inconsistencies in the quality of education remain. Opportunities to consolidate learning are not fully established for some pupils who still have gaps in their knowledge. The systems to check pupils' understanding and adapt the curriculum for pupils with SEND are not as effective as they could be. While the school identifies the needs of pupils with SEND accurately, teaching does not consistently support these pupils to achieve curricular aims successfully.

The structure and sequence of the curriculum are both robust. The curriculums in English and mathematics are further developed than other curriculum subjects. These subjects are beginning to equip pupils better for the next stage of their education. This is most evident for the younger pupils in school. Outcomes remain low for pupils at the end of key stage 2.

Reading is central to pupils' experiences. Older pupils develop a keen love of reading. Pupils engage well in phonics activities. The school has implemented a consistent approach to teaching phonics. Children in Reception learn the sounds that letters make from the very start of their time in school. Pupils use the phonics strategies they learn to break down unfamiliar words into their individual sounds. They learn to read with increasing fluency and accuracy. The school works well to ensure that if pupils fall behind

in their reading, they receive effective support to help them catch up. These approaches are beginning to give pupils stronger foundations to their learning.

Children in Nursery and Reception enjoy the language-rich environment that they work in. They settle in well and are included in the wider life of the school. Children play, learn and collaborate happily. Recent changes have had a positive impact and the start children make is stronger in phonics and mathematics. However, the curriculum in the early years is not fully embedded. Some areas of learning within the early years curriculum, such as helping pupils to learn to write, are not securely developed. It is a similar picture in the rest of the school, where elements of pupils' writing are not developed consistently well.

Pupils largely demonstrate positive attitudes to their learning. Systems to manage behaviour are clear and effective. Staff use these well. The school has clear and systematic procedures in place, including for attendance and pastoral support. Staff make good use of attendance information and analysis. They work closely with parents and carers to ensure that pupils attend school regularly.

The personal, social, health and economic (PSHE) curriculum is well designed. Pupils learn about how to eat healthily and develop an age-appropriate understanding of healthy relationships. They have a strong shared sense of the school values, as well as how to keep themselves safe. Pupils are keen to make a greater difference to life in school. However, the school is aware that opportunities for pupils to develop their talents and interests are not fully developed.

Recent changes in governance have strengthened the strategic leadership in the school. As a result, accountability is now clearer. The school has received support from a multi-academy trust to keep improvements on the right track. Staff share leaders' view of the improvements required. They are being helped to grow professionally. Staff appreciate the support they receive from the leadership team and consideration of their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not maximise opportunities to help pupils consolidate the knowledge they have acquired, particularly in the wider curriculum. Pupils do not recall what they have learned over time as well as they should. The school needs to develop better strategies to help pupils know and remember more of the intended curriculum.
- The use of assessment information to identify gaps in pupils' learning, and make subsequent adaptations to teaching and the curriculum, is not fully developed. This limits pupils' progression through the curriculum, particularly at the end of key stage 2.

The school should ensure that gaps in pupils' knowledge are identified and addressed swiftly so they are supported to achieve highly.

- The writing curriculum has been revised recently but is not fully embedded. Consequently, pupils' writing skills do not develop well enough over time, including in the early years. The school should ensure that staff receive the support and guidance needed to ensure that the approach to writing is implemented well to better meet the needs of pupils.
- Although the school has started to broaden the offer for pupils' personal development, opportunities for pupils to contribute to the wider life of the school remain too limited. The school should ensure that pupils have a wider range of experiences to further enhance their personal development.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108592
Local authority	North Tyneside
Inspection number	10346260
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	Local authority
Chair	Neil Johnson
Headteacher	Rob Harker
Website	www.carvilleprimary.co.uk
Date of previous inspection	18 March 2025, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school runs a breakfast club for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with the headteacher, other senior and middle leaders, and the local authority representative.
- Inspectors held discussions with members of the interim executive board and senior staff from the multi-academy trust that has been supporting the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors visited the breakfast club and reviewed the extra-curricular activities with leaders.
- Inspectors met with members of staff and spoke to parents, carers and groups of pupils as part of the inspection.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying, attendance and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Richard Wakefield, lead inspector

His Majesty's Inspector

Dughall McCormick

His Majesty's Inspector

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