

# Carville Primary School

## Inspection report

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<b>Unique Reference Number</b>	108592
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	309735
<b>Inspection dates</b>	28–29 November 2007
<b>Reporting inspector</b>	Derek Neil HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	158
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Deborah Basara
<b>Headteacher</b>	Mrs Maureen Moore
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	The Avenue Wallsend Tyne and Wear NE28 6AX
<b>Telephone number</b>	0191 2007236
<b>Fax number</b>	0191 2006962

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

Carville is a small primary school situated in the Wallsend ward of North Tyneside, an area which has a high degree of social deprivation. Formerly a first school for pupils aged 3 to 9 years; it became a primary school for pupils aged 3 to 11 years in 2002. It had its first set of national test results for Key Stage 2 in 2003. In recent years the number of pupils attending the school has fallen considerably.

The attainment of pupils when they start school in the Nursery and in Reception is low. A very high proportion of pupils are eligible for free school meals. The proportion of pupils who have learning difficulties and/or disabilities is above average. The percentage of pupils whose first language is not English is about average.

The school has the Healthy School Award, Activemark status and the Basic Skills Quality Mark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the Foundation Stage, pupils' achievement in English, the curriculum, and managers' evaluation of the school's performance.

Carville Primary School is popular with many parents because of the staff's care and concern for their children. As one parent wrote, 'My son has been made very welcome and is well cared for. He is in very good hands. He never complains about going to school. The staff like him and he has a good relationship with them.'

However, standards are low and achievement is inadequate. Pupils do not express themselves well in speech or in writing. This is largely because the curriculum provides too few opportunities for them to develop their language skills to a high enough level. The school recognises that achievement has been poor in the past because of weaknesses in the teaching. The legacy of underachievement is still evident in the slow progress pupils are making in some year groups. Recently the quality of teaching has improved and is now satisfactory, though it remains patchy. Pupils are served better at the end of each key stage, where their progress is suddenly accelerated by some intensive and well focused teaching.

Pupils' personal development is satisfactory. They have positive attitudes to work and enjoy many aspects of school. However, a minority of parents and pupils are concerned about behaviour, which is not always dealt quickly enough. Attendance is below average and the school recognises it needs to work harder to get its persistent absentees into school more often. Staff also recognise the need to involve more parents in the school. To this end some new ideas have been introduced but so far with limited success. Several parents feel their views and concerns are not taken sufficiently into account by the school.

The school has faced some difficult challenges in recent years, including staff absences and a falling roll. These have not always been managed effectively. Although progress has been made since the last inspection in some areas, little has been accomplished in others. Weaknesses in management have been compounded by inaccurate self-evaluation. The school judged that everything was now at least satisfactory because of recent improvements in its results in national tests, but in fact much is still inadequate. Monitoring of the school's work lacks rigour and does not consider its impact on pupils' learning. As a result of external advice, staff now have a more realistic knowledge of the school's strengths and weaknesses, an understanding of what they need to do, and a commitment to get things right. Improvements are already evident. The capacity to improve further is satisfactory.

## Effectiveness of the Foundation Stage

### Grade: 4

Children enter the Foundation Stage with varying levels of skills which, overall, are below what is typical for children of their age. Their physical development is their strongest area but their language development is weak. Relationships between adults and children are good and this enables children to settle quickly into routines, behave well and enjoy their learning. The environment is well ordered. Children are valued and cared for well. The curriculum offers a

wide range of different experiences but adult-led activities are not planned effectively to help children to develop their skills in speaking and writing. Adults do not encourage children to answer questions in full sentences. Planned opportunities for teaching early writing skills are unsatisfactory; for example, pupils are not taught well how to hold their pencils, form letters and write their names. The pupils do not make sufficient progress and when they move into Year 1 their standards remain below those expected. The staff are aware of the improvements that are needed and have begun to act on local authority advice, for example by improving their use of the outdoor area for learning.

### **What the school should do to improve further**

The school should:

- improve achievement by developing pupils' spoken and written English throughout the school, particularly by planning the curriculum better;
- improve the Foundation Stage;
- evaluate more rigorously the impact of provision on the pupils' performance and development;
- increase parents' involvement in the life of the school;
- improve pupils' attendance.

### **Achievement and standards**

#### **Grade: 4**

When pupils enter Year 1 their skills are below the goals for children of their age, particularly in reading and writing. Their progress over the next two years is not good enough, though it accelerates towards the end of the key stage. The school has raised standards recently after a period of decline, but they remain below average. Very few pupils reach the higher levels normally expected of the most able pupils.

Pupils' progress in Key Stage 2 is uneven; it is more rapid towards the end of the key stage, where teachers plan ambitious lessons to get the best out of all their pupils. Since the school became an all-through primary, standards have been well below average. Things have improved recently and last year the results in the national tests were only slightly below average. This led the school to judge that pupils' progress was satisfactory. However this assessment masks considerable differences between subjects and between year groups. In mathematics, pupils achieved very well and secured results that were as good as the national picture. In English, however, results were below average and the most able pupils underachieved. In science, too few pupils attained the higher levels normally expected of the most able children. Pupils currently in the school are not making sufficient progress in Key Stage 2.

Pupils' reading and writing skills are not developed well enough. Their handwriting is immature; few write consistently in ink with joined-up script. Many are unable to express ideas clearly in speech and do not use the correct register when talking to an adult. Although pupils with learning difficulties and/or disabilities make satisfactory progress when they are supported in lessons, their overall progress throughout the school is slow.

### **Personal development and well-being**

#### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory and provides a firm foundation for improving their academic achievement. The high regard many parents have for this is reflected in one parent's comment: 'My child has good values and opinions which come

partly from the school.' Pupils enjoy most aspects of school. However, attendance is below average and the school recognises the need to do more to improve this. Pupils' behaviour is satisfactory. Most are polite and courteous and get on well together, but some complain that a small number occasionally disturb their learning. By and large, pupils move around the school and playground safely and sensibly. They are encouraged to drink water regularly and they know why they should eat fruit and vegetables. They have a sound understanding of healthy lifestyles and enjoy taking part in sport and other physical activities. For example, they attend after-school and lunchtime activities such as football and skipping clubs and know this helps them to keep fit. The work of the school council is understood and valued by pupils. Despite their enthusiasm, it has had limited effect in bringing about some improvements the pupils would like. Although pupils' basic skills are weak, their personal and social skills provide them with a sound basis for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school recognises that in the past some inadequate teaching has been responsible for pupils' underachievement. It has taken steps to improve the teaching, which, although uneven across the school, is now satisfactory overall. Relationships are good and, in the main, teachers manage behaviour well. They match work fairly accurately to the ability of their pupils although their expectations in some classes are too low. Teaching assistants are well briefed and usually provide valuable support for pupils. They also help the teacher to make sure pupils are making progress when working in small groups, something the teacher does not do very well when there is no assistant. Pupils pay attention well and many contribute to lessons by answering the teacher's questions. Most pupils are aware of the targets for their class in mathematics and English and try their best to reach them in lessons. In the best lessons the teacher is clear about what pupils are meant to learn and the work is carefully prepared to make sure they achieve what is expected. In some lessons pupils make inadequate progress; some of the teaching is uninspiring, and pupils spend too long sitting and listening; the school's own survey of pupils indicates that many of them would like lessons to be more exciting.

### **Curriculum and other activities**

#### **Grade: 4**

Though inadequate, the curriculum has some strong features. It provides pupils with a variety of experiences which they enjoy. It enables pupils to learn how to stay safe and healthy. Personal, social, health and citizenship education contributes positively to their behaviour, and helps them to work and play happily together. Various schemes are used to give intensive support for particular groups of pupils; additional tuition, for example, provides effective challenge and encouragement for older pupils who have an aptitude for mathematics. The school provides a range of visits and visitors including specialist sports tuition. A satisfactory range of extra-curricular activities, including a residential visit, enriches pupils' learning. After-school and lunchtime clubs, such as the choir, cookery and football, are popular with pupils, although the school does not monitor how many of them are participating.

However, the curriculum has some shortcomings. Although the curriculum is planned with an appropriate emphasis on basic skills, pupils make insufficient progress in speaking and writing. Recent efforts to make work more meaningful and exciting, for example by linking different

subjects, have not yet had an impact on pupils' learning. The curriculum's main weakness is the lack of opportunities it provides for pupils to develop their skills by writing at length in different subjects. Furthermore, the planning for literacy does not specify exactly what is to be taught and when. As a consequence, pupils are not always working at the right level for their age and ability and do not make sufficient progress.

## **Care, guidance and support**

### **Grade: 3**

Pupils are well cared for in school. A typical comment from a parent was, 'Staff are very concerned about the children's happiness.' This reflects how effectively the staff create a pleasant and welcoming school that pupils and parents value. Pupils say they feel safe because the staff take care of them. Procedures for protecting and safeguarding pupils are largely secure. Some pupils have concerns about bullying and poor behaviour, but know there are adults they can turn to and that usually it will be dealt with.

The school regularly tracks pupils' progress but does not act early enough to deal with pupils who are falling behind. Pupils with learning difficulties and/or disabilities and the small number who need help with English as an additional language often benefit from extra help. This ensures that they make progress in lessons. Teachers' marking is supportive and encouraging. In the best examples it clearly indicates how pupils can improve their work but this practice is not consistent throughout the school.

## **Leadership and management**

### **Grade: 4**

The school's change to an all-through primary exposed the staff's lack of understanding at the time of what pupils needed to learn and of the standards they should achieve. This has taken several years to tackle effectively and pupils' achievement has now started to improve.

There is still much to do. Pupils' progress is too variable. The managers of the school have a satisfactory knowledge of the school's weaknesses and have laid suitable plans to bring about further improvement, but overall their self-evaluation is insufficiently rigorous. Their monitoring of the school's work pays little attention to pupils' learning and does not focus on the effectiveness of the school's policies. For example, the impact on pupils' learning of the shared teaching arrangements in two classes has not been assessed. The school's self-evaluation relies heavily on the work of external partners.

The lack of parental involvement with the school is a concern. Managers have introduced a number of new ideas and attendance at parents' evenings has increased. Otherwise, this initiative has had little impact. Few parents responded to the questionnaire for the inspection but many of those who did felt the school did not listen to their views and concerns. Several staff with management responsibilities are not as involved as they could be in planning to improve the school. Progress on some issues identified by the last inspection has been too slow.

There are some encouraging signs. Staff are committed to do their best for their pupils; managers now know what needs to improve; governors have a better grasp than formerly of how to hold the school to account; and action plans are clearly focused on raising standards. Last year brought clear evidence that things were getting better. Consequently, the school has satisfactory capacity for improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	4
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

## Text from letter to pupils explaining the findings of the inspection

30 November 2007

Dear Pupils

Inspection of Carville Primary School, Wallsend, NE28 6AX

Thank you for welcoming us so warmly into your school. We enjoyed watching you in lessons and at play, talking about your school with you and your teachers, and looking at your work. Now we want to share with you what we thought.

We think that your school has a lot of good things about it. All the staff take very good care of you. You told us that you are made welcome in the school and that you feel safe there. You enjoy lessons and you especially like the additional activities that the school provides for you at lunchtime and at the end of the day. Most of you behave well in class and around the school, you know about the importance of eating and drinking healthily and you play and work nicely with each other. Many of you help with the running of the school, for example by serving on the school council or assisting at the reception desk.

We have asked Mrs Moore and the staff to improve some things about the school. In particular, we would like them to help you make the progress you are capable of in English. You will learn to express yourselves better in speech and in writing if you have more opportunities to practise these skills in different subjects. We have asked the people who manage the school to look more closely at how well you are learning, so that they know quickly how to improve things for you. We would like your parents to become more involved in the school. Many of you come to school often and on time, because you know that your lessons are very important, but there are still some pupils who are absent too much. There are lots of things you can do to help the staff make these improvements and I'm sure that some of you will already have lots of good ideas.

The school has been given what is called a 'Notice to Improve,' because we would like some things to get better quickly. It means that in about a year some other inspectors will come to the school to see if it has improved as much as it should have done.

Thank you again for helping us so much with the inspection. It was a pleasure to meet you.

Yours sincerely

Derek Neil

Her Majesty's Inspector