

Carbeile Junior School

Inspection report

Unique Reference Number	111969
Local Authority	Cornwall
Inspection number	310745
Inspection date	23 April 2008
Reporting inspector	Paul Sadler

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

Type of school	Junior
School category	Community
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	359
Appropriate authority	The governing body
Chair	Paul Dunwell
Headteacher	Penelope Geach
Date of previous school inspection	3 May 2005
School address	Trevol Road Torpoint PL11 2NH
Telephone number	01752 812474
Fax number	01752 815687

Age group	7-11
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Introduction

The inspection was carried out by an Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the school's work to raise standards of pupils' writing and its impact on the achievement of boys
- the impact of academic guidance and target setting on pupils' progress
- the effectiveness of subject leadership, especially the quality of assessment and monitoring.

Evidence was gathered by observing lessons, scrutinising documents and pupils' work, and from discussions with staff and pupils. Other aspects of the school's work were not evaluated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This larger-than-average junior school serves the town of Torpoint in south-east Cornwall. It shares a large site with a secondary school, to which most pupils transfer at age 11. The Royal Navy is a major employer in the area, hence the proportion of pupils joining or leaving the school other than at the usual times is above average. Most pupils are of White British ethnicity and the proportion with learning difficulties and/or disabilities is average.

The headteacher and deputy headteacher have been in their posts since April 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in which pupils achieve well. To quote a parent, 'This is a school in which every child really does matter.' Pupils start in Year 3 having attained broadly average standards in reading, writing and mathematics at the end of Year 2. By the time they leave at the end of Year 6, they attain standards in English, mathematics and science that are above average. Many, for example, can write at length with imagination and accuracy, and apply mathematics to solving problems such as interpreting the results of a scientific investigation. Pupils with learning difficulties and/or disabilities, along with more-able pupils, make equally good progress because of the high quality support they receive. Pupils' work is above the expected standards in art, physical education (PE), information and communication technology (ICT), science and history.

Leaders and managers have a good understanding of the school's strengths and areas for improvement, and correctly identified weaknesses in pupils' writing and in boys' achievement. A number of actions have been taken to raise standards and these are now bearing fruit. Pupils' writing, especially in Years 3 and 4, is improving because tasks have greater structure to ensure that pupils understand more clearly what is expected of them. Linking the development of writing skills to the development of skills and knowledge in subjects such as history, geography and science is having a positive effect, especially on boys' progress, as it improves their understanding of the relevance of the work. Targets are being used very well to show pupils what they need to learn next. These are monitored regularly by teachers and are discussed with pupils, who understand how to use them to measure their own progress.

Teaching is consistently good. Work is largely planned to meet pupils' needs, although as yet data are not analysed to an extent that enables precise identification of the needs of all. Drama and role play are used exceptionally well by teachers, for instance, when enabling pupils to understand the hurt caused by racist taunts. Pupils have many opportunities to assess their own and each other's work, increasing their understanding of what constitutes work of high quality. Marking is a further strength and also contains many helpful comments enabling pupils to improve. The curriculum is good, with a good range of additional activities and clubs such as sport and drama. The school has close links with an organisation that provides care before and after school, although some pupils and parents would prefer this to be available on the school site. The school has good resources, with new ICT facilities and a new library, which is an exceptionally pleasant and effective environment in which pupils can learn or reflect quietly.

Pupils' personal development is excellent, as is the care, guidance and support that they receive. Pupils enjoy school and are very well behaved and polite, exceptionally so in lessons. They report that any bullying that occurs is dealt with effectively by staff and is virtually eliminated by Year 5, showing the very good impact of the school's strategies to manage behaviour. The school has the Healthy School award and pupils have an excellent understanding not only of the need for exercise and a healthy diet, but also of the dangers of smoking, alcohol and drugs. They also have a very good understanding of how to keep themselves safe, for instance, when using the Internet. Pupils make an outstanding contribution to the school and local communities, as members of the school council, librarians, and by befriending younger pupils, as well as by giving drama performances and collecting for charity. The skills they will need in adult life, such as literacy, numeracy and ICT, are developing well. Much of the school's success in this area is due to the pupils' excellent response to the provision for their spiritual, moral, social and cultural development, as shown by the interesting and varied displays of their work in many parts of the school.

Pupils' attendance is average. While the school has a number of strategies in place to promote good attendance, there is currently no assigned education welfare officer. This makes the investigation of unexplained absence difficult. All current requirements to protect children are in place and many parents comment favourably on the excellent care provided. To quote a typical example, 'My son's confidence grows on a daily basis... staff are very approachable and any problems or queries are dealt with quickly and effectively.'

The headteacher has very successfully tackled the task of replacing a highly regarded and long-serving predecessor, and has quickly gained the respect and confidence of parents and pupils. 'Under the new head's fair and strong leadership the school continues to flourish,' is a comment reflecting the view of many parents. Subject leadership has improved since the last inspection and there is now rigorous monitoring of the quality of teaching and of pupils' work. Useful plans, based on effective evaluation, identify clear priorities for action to raise standards, although the analysis of data is not yet rigorous or detailed enough to ensure that support and resources can be focused exactly where they are most needed. A positive climate has been established in which staff feel they are supported very well and are challenged to achieve higher standards for the pupils, as reflected in the challenging targets that the school sets itself and achieves. Governors support the school well. There has been good improvement since the last inspection and the school is well placed for this to continue.

What the school should do to improve further

- Undertake thorough analysis of data in order to more precisely identify areas for improvement.
- Strengthen the partnership with external agencies in order to improve the attendance of those pupils who do not always come to school.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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?	No

Text from letter to pupils explaining the findings of the inspection

08 May 2008

Dear Pupils

Carbeile Junior School, Torpoint, Cornwall PL11 2NH

I very much enjoyed talking to you and seeing your work when I visited your school recently. I especially enjoyed talking to you as I found you confident, friendly and able to express your views very clearly.

I agree with you and your parents that yours is a good school. These are some of the most important things about it.

- You make good progress and pupils in Year 6 get above-average results in tests and assessments in English, mathematics and science, and you also do well in subjects such as art, science, history, PE and ICT.
- Teaching is good. Lessons are interesting and fun.
- You have an excellent understanding of right and wrong and of how to keep safe, and your behaviour is excellent, especially in lessons.
- You enjoy school, especially all the different activities on offer. There are lots of clubs for you to take part in and you get lots of opportunities to help people, as 'buddies', school council members, and as librarians.
- The care and guidance the school provides are excellent. You know how to use your targets and you get lots of help to show you how to improve, for example, from teachers' marking and by commenting on each other's work.
- The headteacher, other staff and governors lead the school well.

I have asked the school to improve two things. The first is for teachers to use all the information they have to help make the teaching even better. The second is for the school to make sure it gets all the help needed to make sure you all come to school every day and on time. You can help by always coming to school unless you are ill.

Yours sincerely

Paul Sadler Lead Inspector

08 May 2008



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Paul Sadler
Lead Inspector