

Carisbrooke Church of England Controlled Primary School

Inspection report

Unique Reference Number	118183
Local Authority	Isle of Wight
Inspection number	339159
Inspection dates	13–14 July 2010
Reporting inspector	Diane Wilkinson

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Angela Collis
Headteacher	katherine Marshall
Date of previous school inspection	15 May 2007
School address	Wellington Road Newport PO30 5QT
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**Number of children on roll in the registered
childcare provision** 218

**Date of last inspection of registered
childcare provision** Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 11 teachers including specialist staff working with pupils with special educational or social needs. They also visited the before- and after- school club. They held meetings with governors, staff and pupils and spoke to a small number of parents and carers collecting their children from school. Inspectors observed the school's work, and looked at analyses of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 92 parents and carers, 87 pupils and 26 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of provision for and progress of
- boys
- pupils with special educational needs and/or disabilities
- higher attaining pupils
- the extent to which teaching, assessment and target setting support progress
- how effectively other leaders and managers are supporting the headteacher in monitoring and development work.

Information about the school

This is a small first school in which some pupils in Years 1 and 2 are taught in a mixed-age class. The school has been subject to local authority reorganisation and will become a primary school in September this year. As part of this, Reception and Year 1 are due to move to accommodation which provides greater access to an outside area for both classes. The school was without a permanent headteacher for two years and the current headteacher took up her post in January 2010.

The proportion of pupils with special educational needs and/or disabilities is broadly average. These are mainly associated with moderate learning, behavioural, emotional and social, speech, language and communication, and physical needs together with dyspraxia and the autistic spectrum disorder. A very large majority of pupils are of White British heritage, with very few speaking English as an additional language. The school holds Healthy Schools status. Governors provide a before- and after-school club called OSCARs which was also inspected. The pre-school and West Newport Children's Centre, which are within the school grounds, are not managed by the governing body and are inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school has been through a lengthy period of uncertainty and change since its last inspection. This had a negative effect on the quality of provision and pupils' progress, both of which declined. During this time governors, with excellent support from the business manager, played an outstanding role in supporting the school. In particular, governors used their excellent leadership and management expertise to especially good effect in maintaining the confidence of staff, and parents and carers. Governors have been especially successful in their determination to find exactly the right headteacher to move the school forward and embrace the challenge of changing to a primary school. During the short time she has been in post, the new headteacher has brought about considerable improvement and built a staff team who share her vision of helping all pupils to fulfil their potential. Her success is evident in the eradication of inadequate teaching and implementation of very good procedures for identifying and addressing weaker aspects of the school's work. Leaders and managers at all levels are supported, empowered and enthused to help move the school forward. The achievements are seen in the improving progress and attainment although, inevitable in the short time available, all are aware their work is not completed. Rapid improvement over the last six months together with accurate self-evaluation, exceptionally strong governance and the increased expertise and commitment of staff means the school is well placed to improve further.

Where previously there was some underachievement, this is no longer the case. Practical and active tasks help engage boys, and they progress as well as girls, although planning does not always capitalise on pupils' interests in order to motivate them further. Pupils with special educational needs and/or disabilities and those who speak English as an additional language now achieve as well as their classmates because of the good progress they make during special activities to help them catch up. The use of lesson targets, matched to the stage at which different pupils are working, helps the higher attainers achieve satisfactorily although sometimes tasks limit their progress. Reception children's average attainment is the result of good progress made when working with an adult, but progress is not always as good in independent activities. In other year groups progress has also improved and pupils are satisfactorily prepared for the future, although attainment remains broadly average due to slower progress made in the past.

Improved teaching has resulted in the majority of lessons observed during the inspection being good. However, monitoring data indicate some inconsistencies remain, such as ensuring classrooms are quiet working areas, setting new challenges throughout lessons, expecting good presentation of written work, and when marking this work

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indicate how it could improve. Pupils know their targets well and staff recognise that these and assessment information can be used more to enhance learning. Plans are in place to address this and also to develop pupils' awareness of different communities, with school councillors looking forward to forging links with Uganda. Pupils are well cared for through the strong partnership which the school has built with their parents and carers and a range of other agencies.

What does the school need to do to improve further?

- Improve the quality of learning through:
 - ensuring activities support pupils' achievement and providing more open ended tasks, especially in mathematics
 - raising the expectations of presentation of work
 - capitalising more on pupils' interests in curriculum planning
 - providing more opportunities for Reception children to extend their learning in independent activities
 - expecting all pupils to listen to others and get on with their work quietly
- Increase the effectiveness of assessment and procedures to set targets and:
 - enhance their use throughout all lessons and in all subjects
 - help pupils recognise that their achievements need not be limited to the targets set for them
 - when marking work indicate how it could improve.
- Raise pupils' awareness of the different social, religious and cultural groups in the wider community.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning and work hard, although they say that they love the exciting lessons best and would like more of these. Reception children's good progress helps the majority reach average levels by Year 1, but a significant minority, mainly boys, although well aware of how to behave sometimes talk when they should be listening or working in some classes. Basic literacy and numeracy skills are promoted well, with more pupils reaching the levels expected for their age. Year 2 pupils write in a range of different formats, using adjectives to enliven their writing. They draw simple graphs, measure accurately and tell the time correctly. Year 4 pupils work confidently with decimals and fractions and have a good awareness of the properties of different shapes. They are enthusiastic writers, especially when activities are linked with topics like the Second World War. However, in all classes, work is often marred by untidy presentation. Pupils are enthusiastic scientists, developing good investigation skills because this aspect

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is promoted well.

Pupils are well aware of how to keep safe, being confident they are well looked after and that bullying is rare. They recognise how to live healthily, thoroughly enjoying the many opportunities for sport, but too many packed lunches still contain crisps and chocolate biscuits which pupils know are not good for them. Pupils' good spiritual development is evident in their thoughtful reflection in assemblies. Pupils contribute well to the school and local community, especially as very thoughtful school councillors convinced, from their interviews with the candidates, that they have a good headteacher. However, their knowledge of other cultures is limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Provision has improved considerably in the last six months. Staff are keen to develop their practice, willingly taking on suggestions for how to improve. A consistent approach to planning ensures there is a good focus on the range of ability in each class. Practical activities help pupils to learn, as was evident in a Year 1 lesson where pupils enjoyed drawing on the large clock face in the playground. Training for teaching assistants has

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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enhanced the effectiveness of their support. Lesson targets are increasingly supporting learning, although only a minority of staff continually evaluate pupils' progress and move the pupils on to a new target. There are occasions also, especially in mathematics, where a worksheet is provided to help pupils apply their skills in solving problems rather than allowing pupils themselves to explore how to solve them.

Greatly improved assessment and tracking procedures provide good information for staff to check how well pupils are doing and intervene swiftly and effectively when progress slows. Pupils are increasingly proud of how well they are working towards their individual targets, although this is not always capitalised on well enough throughout lessons. The curriculum is especially successful in the programmes designed to support pupils who need specific help for learning or social needs. In these progress is often rapid, especially when pupils work one to one with a skilled adult. Enrichment activities provide well for the higher attainers, although their needs are not always met as well in lessons. Very effective pastoral care results in pupils' good behaviour, safety awareness and positive attitudes. The care and support provided in the before- and after-school club is excellent. Induction procedures and the arrangements for an extra year group from September are good.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school benefits from its highly skilled headteacher and governors. Governors are outstanding critical friends, having provided exceptional support during a very difficult time for the school. They continue to provide excellent support for the current headteacher, enabling her to act swiftly and effectively to address important weaknesses. Good monitoring and support of teaching has brought about swift improvement in its effect on learning. Through coaching, mentoring and access to very effective tracking information, staff with management responsibilities are swiftly increasing their expertise and effectiveness in supporting monitoring and development work. All are aware that further work is needed to raise pupils' progress and attainment to where it has been in the past and are working hard to achieve this. Skilled organisation of responsibilities gives the deputy headteacher more time to carry out important leadership work, especially in his role as the special educational needs coordinator. With the excellent support provided by the special educational needs assistant, weaknesses in these pupils' progress have been addressed fully, with an

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increasing number reaching the levels expected for their age. This, together with the school's caring ethos, means that no pupil is discriminated against and their equality of opportunity is satisfactory.

Parents and carers are well informed and consulted and the school supports their engagement in their children's education in a number of effective ways. The school is very proactive in setting up partnerships to help support pupils' education and welfare, especially with the local authority and other local schools. Rigorous procedures are in place to ensure pupils are safe and free from harm at all times, although there are some minor discrepancies in important policies associated with this. Whilst the school has been exceptionally good at ensuring it has built a strong sense of community within the local area, less has been done to help pupils develop an understanding of the diversity of the wider community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Skills on entry to Reception are below expectations, especially in important literacy, numeracy and social skills. Children's good progress is evident in their average attainment, although a significant minority, mainly boys, have immature social skills. A good learning environment and skilled teaching, especially of literacy skills, help children progress well, particularly in their reading and spelling. They enjoy writing, including the boys, because they can see the purpose of it, for example in writing a 'menu' for the café in the role play area. Children are active and inquisitive learners, able to solve problems and very much enjoying working independently. However, although resources

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for independent activities help children to use their skills, adults miss opportunities to encourage children to learn new things. Regular assessments contribute to an effective picture of children's increasing progress which helps staff plan well for the next steps. Children are well cared for and helped to learn about important aspects of health and safety. The small number of children who attend the before and after school club are especially well looked after and their needs provided for well. Effective leadership ensures there is a very good focus on how Reception will be affected by changes to the school. Very good relationships have been set up with parents and carers. They are regularly consulted about, and involved in, their children's learning, with induction procedures being improved as a result.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A good number of parents and carers returned the questionnaires and indicated that a very large majority are pleased with the school and the quality of education it provides. Parents' and carers' commitment to the school is evident in the way they supported staff and governors in the period of uncertainty over the previous two years.

Parents and carers especially like the improvements made by the new headteacher, the quality of teaching and the way the school helps to keep their children healthy and safe and prepares them for the future. They like the way staff respond to their suggestions and concerns, and are also highly satisfied with the way the school supports their children's learning and helps them to do this too.

Inspectors generally agree with parents' and carers' views, especially that many of the strengths they are commending are due to improvements made by the new headteacher. Their children do know how to keep healthy, although they are not always good at eating the healthiest types of food.

Only a very small minority of parents and carers raised concerns. Of most concern was the amount of progress their children are making and the way the school deals with unacceptable behaviour.

Inspectors recognise that the progress of some pupils has been inadequate in the past, but found that much has been done to improve this, although they agree with the school that it could improve further. Inspection evidence shows that behaviour is generally good and any incidences of poor behaviour are dealt with well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carisbrooke Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	63	32	35	1	1	0	0
The school keeps my child safe	60	65	28	30	1	1	0	0
The school informs me about my child's progress	48	52	39	42	5	5	0	0
My child is making enough progress at this school	39	42	40	43	8	9	2	2
The teaching is good at this school	52	57	34	37	1	1	1	1
The school helps me to support my child's learning	38	41	48	52	4	4	0	0
The school helps my child to have a healthy lifestyle	48	52	42	46	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	57	35	38	0	0	1	1
The school meets my child's particular needs	40	43	44	48	6	7	1	1
The school deals effectively with unacceptable behaviour	33	36	45	49	9	10	3	3
The school takes account of my suggestions and concerns	44	48	43	47	1	1	3	3
The school is led and managed effectively	51	55	36	39	1	1	3	3
Overall, I am happy with my child's experience at this school	47	51	37	40	5	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 July 2010

Inspection of Carisbrooke Church of England Primary School, Newport PO30 5QT

Dear Pupils

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their lunchtime to talk to us. We think your school is satisfactory, but agree with you and your parents that it is improving well this year and some things are good already.

Here are some of the things we found out were especially good about the school.

- You have a really good headteacher and she has done lots of things to help your school improve since she arrived.
- Governors are exceptionally good at helping staff to improve the school.
- You enjoy school, behave well, and help in lots of ways. We were especially impressed by the way you helped governors choose a new headteacher.
- You are well looked after and get lots of support if you find learning hard.
- You are making up well for slower progress in the past, and Reception children make good progress.
- Staff and governors work well with your parents and carers and other schools and organisations to help look after you and support your learning.

Here are some of the things we have asked the school to improve.

- Carry on improving the teaching and curriculum, especially by giving you more challenging and interesting activities that will help you to do your very best.
- Plan more ways to use your targets to help you improve.
- Help you learn about different groups of people who live in other parts of the United Kingdom and in other countries.

You can help by carrying on being as enthusiastic and hard working and trying very hard to reach your targets as we saw during the inspection.

Yours sincerely

Diane Wilkinson

Lead inspector

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