

Carville Primary School

Inspection report

Unique Reference Number	108592
Local authority	North Tyneside
Inspection number	377780
Inspection dates	22–23 November 2011
Reporting inspector	Margaret Shepherd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Chris Kelly
Headteacher	Paula Richardson
Date of previous school inspection	25 February 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 17 lessons taught by eight teachers and saw two assemblies. Meetings were held with groups of pupils, members of the governing body, senior leaders, staff and a local authority officer. They observed the work of the school, scrutinised documents related to self-evaluation, safeguarding, baseline assessment, the data relating to attainment and pupils' progress over time, teachers' planning, assessment and records as well as pupils' work. They also analysed 87 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of teaching and the curriculum on the progress of pupils who speak English as an additional language and pupils entering the school during the school year.
- Whether the school is correct in judging keeping safe and contributions to the community as the strongest aspects of pupils' personal development.
- The effectiveness of the new senior leaders in driving improvement to raise attainment in mathematics and how far this has been extended to English.
- The impact of the increased staffing on provision and children's progress in the Early Years Foundation Stage.

Information about the school

The school is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is much higher than usual. Nearly a fifth of pupils are of minority ethnic groups. Many of these pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is much higher than average. A much higher proportion of pupils than usually found enter and leave the school part way through the school year. The school has Healthy School status, Eco-School status, the Activemark, Basic Skills Quality mark, International School intermediate award and Linking into Languages Award.

There have been three different headteachers in three years. The school was taken out of a Notice to Improve at the previous inspection. Since that inspection, there has been several changes of staff. Five new teachers have been appointed, the majority of senior leaders have changed as has the overwhelming majority of the governing body. The Early Years Foundation Stage now functions as a shared unit across nursery and reception-age groups.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The outstanding headteacher provides a very strong focus on driving improvement to raise attainment, increase progress and extend pupils' personal development. The governing body and all staff have a very clear understanding of the strengths of the school and their role in developing the quality of provision. There are very effective planning systems for driving school improvement. These make sure the short, medium and long-term targets are thoroughly monitored and evaluated. Self-evaluation is accurate. These features produce concerted action across the full school community. This is having a positive impact on pupils' learning and results in a good capacity to sustain improvement in the future.

Tracking and assessment systems are rigorous and senior staff analyse them very closely to identify individual pupil's progress and provide different interventions to meet their particular needs. This is very effective for pupils joining the school during the year because their particular needs are quickly identified and supported. A key focus for improvement has been mathematics. The school has been very successful in implementing change in this subject. This has resulted in rising attainment and good achievement, with some pupils making outstanding progress. Children enter the nursery with skills well below those expected for their age. Pupils make good progress overall and by the end of Year 6, attainment is broadly average. Pupils in Year 6 are on track to achieve average attainment in mathematics. Progress in English is good, although it is not as consistent in reading as it is in writing. Pupils' learning builds well on the very secure start children make in the Early Years Foundation Stage. Overall, teaching is good but ranges from satisfactory to outstanding in individual lessons. The outstanding aspects in teaching do not feature regularly across all lessons. Teachers work very well with classroom assistants. One of the outcomes of this effective partnership is that pupils with special educational needs and/or disabilities and pupils who speak English as an additional language, make similar progress to their peers.

A key strength of the school is nurturing pupils' personal development. Pupils value the whole-school Carville promise written by Year 6 pupils, which includes lines, such as 'May we be proud of our achievements' and 'May we be patient and never give up'. Behaviour is good and older pupils enjoy looking after younger ones. Care, support and guidance have a high priority. Staff work as a concerted team and know every individual pupil well. A wide range of external specialists work in partnership

with the school to support pupils whose circumstances make them potentially vulnerable. Pupils have a good understanding of how to keep safe and healthy and thoroughly enjoy the range of after-school clubs. The school greatly values the views of parents, carers and pupils. Parents and carers appreciate this and enjoy opportunities to find out about their children's progress, such as spending time with their child to look through their work during 'book look' week.

What does the school need to do to improve further?

- Ensure good progress in reading throughout the school by:
 - providing consistently challenging and stimulating sessions that link sounds with letters
 - streamlining recording systems and focusing very clearly on what pupils need to do to improve
 - using the excellent quality support for individuals in mathematics as a model for working with individual pupils in reading.

- Raise the quality of teaching from good to outstanding by:
 - providing a consistently fast pace in lessons that closely matches pupils' learning needs
 - using questioning more effectively to extend pupils' thinking
 - using information and communication technology (ICT) more regularly in lessons.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their lessons and are keen to do well. They settle quickly into classrooms and listen carefully to teachers. They cooperate well with each other and move smoothly into talking with a partner to solve problems or answer questions. They relish the challenge of meeting deadlines, such as completing a sentence on a speech bubble to share with the rest of the class. Achievement is good, which is partly due to their very good understanding of their targets in mathematics and writing and how to improve their work. They are not as sure in reading. Pupils produce well presented pieces of writing, using imaginative vocabulary, which includes personal responses and feelings. Older pupils achieve well in mental mathematics, concentrating well to provide accurate answers. Pupils respond very positively to teachers' marking and appreciate that it can help them to make their work better.

Pupils have a very good understanding of the school rules, particularly in relation to behaviour. They are sensible in lessons, move around the building safely, are courteous to each other and respectful to adults. They appreciate the buddy system that operates in the playground. Although pupils' basic skills are satisfactory, they are developing good attitudes towards the world of work. They realise the importance of making career choices and the need to gain qualifications. They are delighted to graduate from 'Carville University,' having completed a diverse range of courses that run every week. They understand the impact of a healthy diet and regular exercise on their bodies. Pupils are developing a good understanding of each

other's cultures and are respectful during reflection time in assemblies. Pupils are proud to represent their classmates on the school council and appreciate the system where previous councillors act as buddies to guide them through the procedures. There are very positive attitudes towards new pupils coming into the school and they settle into school routines very smoothly.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

Teachers organise group tasks well to ensure that there are different levels of difficulties that match varying pupils' needs. The great majority of planning is very detailed. There is some very effective preparation of key questions to be used during lessons. This results in a wide range of well-targeted questions in lessons, both in whole-class sessions and in group work. Where teaching is outstanding, learning proceeds at a brisk pace, uses questioning very effectively to extend pupils' thinking and contains a very good variety of contrasting tasks. This teaching includes imaginative use of ICT and practical resources to support learning. The quality of teaching in sessions that link sounds with letters is variable. The best are planned very carefully, are lively and stimulating and develop individual pupils' skills thoroughly. The less successful do not contain these features or sustain pupils' interest as effectively. Occasionally, ICT is not used enough in lessons to support pupils' learning. The use and recording of assessment is very efficient in mathematics and writing. It is not as effective in reading where records are too cumbersome and do not focus strongly enough on what pupils need to do to improve. The one-to-one teaching in mathematics is outstanding and concentrates on giving individuals great confidence in tackling numeracy skills. However, the individual support for pupils' reading is not as successful.

The curriculum for pupils' personal development is very effective. There is a good range of visitors into school and visits out in the region. The use of whole-school theme days works well, such as the Victorian day. The school has begun to extend the reading curriculum, including improving reading resources, having a key novel running over half a term and ensuring that reading books go home every night. The

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

reorganised library is extremely inviting. These strategies are too new to have yet had a major impact on the learning. There is a very good range of interesting activities outside lessons.

Induction systems for new pupils are extremely effective and support their emotional well-being very well. There are rigorous systems to promote attendance and good behaviour. Transition arrangements between reception and Year 1 are well-organised, as are the systems for pupils to move on to secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher creates a very strong sense of purpose through the school and fosters high morale across the staff. She leads the senior leadership team very effectively providing a variety of systems to ensure accurate interpretation and analysis of data. There are very clear arrangements for senior leaders to manage their subjects. Despite all members of the governing body being new to their responsibilities since the previous inspection, everyone has settled quickly into their roles. They are fully and systematically involved in evaluating the school's work and setting challenging future targets for improvement. The headteacher and the governing body have been very successful in achieving a balanced budget from the deficit that they inherited. The school's monitoring strategies play a crucial role in relating the quality of teaching to the effectiveness of individual pupil's learning as well as providing well-focused training for staff. There is a clear emphasis on the importance of equal opportunities, particularly in terms of academic progress across the diverse groups of pupils. Discrimination in any form is not tolerated. Safeguarding is good, with excellent security systems around the school and regular training for child protection. The promotion of community cohesion is particularly good and ensures that pupils from different backgrounds get on noticeably well with each other.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

The effective Early Years Foundation Stage leader is ensuring that the new organisation and staffing for this key stage is operating smoothly. There is a lively and stimulating range of independent learning both indoors and outdoors. The organisation of the teaching team is very efficient. It ensures that children's well-being is assured and provides regular interaction by adults with groups of children and with individuals. There is some outstanding learning when children work outdoors to carry out investigations with established members of staff. For example, children sang a song, dug holes to plant bulbs, counted how many bulbs they had planted and marvelled over the texture of the mud and the movements of wriggling worms. There is some variation in the effectiveness of adults' use of questioning across the teaching team, ranging from satisfactory to outstanding.

Children make good progress in both age groups and by the end of reception, more than half the children reach the early learning goals. There is a strong emphasis on personal development and children make outstanding progress in this aspect. Children quickly develop confidence in writing, as a result of high quality one-to-one sessions and very well-focused assessment. Individual support for reading is equally good but whole-class sessions linking sounds to letters are less effective. The production of home-school diaries and 'learning journals' effectively supports the analysis of assessment data relating to children's progress.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Parents and carers are very positive about the school. A high proportion agreed that the school keeps their children safe and provides a good level of information about their children's progress. They report that their children enjoy school and that overall they are happy with the experiences that the school provides. There were several very positive comments. A typical comment was, 'My child absolutely loves this school and couldn't be happier. He is made to feel a part of the Carville family.' The great majority believe that the school deals effectively with unacceptable behaviour. Inspectors observed behaviour in classrooms and around the school, held discussions with staff and pupils and scrutinised behaviour records. Their findings are in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carville 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	61	30	34	4	5	0	0
The school keeps my child safe	55	63	31	36	1	1	0	0
The school informs me about my child's progress	52	60	33	38	2	2	0	0
My child is making enough progress at this school	43	49	40	46	4	5	0	0
The teaching is good at this school	43	49	41	47	1	1	0	0
The school helps me to support my child's learning	45	52	39	45	3	3	0	0
The school helps my child to have a healthy lifestyle	42	48	42	48	3	3	0	0
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)	38	44	44	51	4	5	0	0
The school meets my child's particular needs	43	49	40	46	3	3	0	0
The school deals effectively with unacceptable behaviour	46	53	34	39	4	5	1	1
The school takes account of my suggestions and concerns	36	41	45	52	4	5	1	1
The school is led and managed effectively	42	48	41	47	3	3	1	1
Overall, I am happy with my child's experience at this school	50	57	36	41	1	1	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 November 2011

Dear Pupils

Inspection of Carville Primary School, Wallsend, NE28 6AX

My colleagues and I would like to thank you very much for giving us such a warm welcome when we came to inspect your school. We really enjoyed talking with you and listening to your views. You helped us to understand what you think about your school. We would like to tell you what we found out.

You go to a good school. The headteacher, staff and governors all work together to help to keep making it a better place to learn. You make particularly good progress in mathematics. Progress is good in writing too but not always in reading. You told us that you really appreciate the way that the teachers mark your work and help you to understand what to do to improve your mathematics and writing. We have asked them to give you equally clear guidance in your reading, particularly when you are working on your own with an adult, and to make sure your reading lessons are always interesting. You can do your best to listen carefully to what you need to do to improve and then work hard to develop your reading skills further. You make a good start in the Nursery and Reception classes, particularly in your personal development.

You have an interesting curriculum and we agree with you that the Carville University work is very effective and helpful in getting you to understand about what it will be like when you get a job when you are older. Your teachers work very well with the teaching assistants. In the best lessons, your learning is very fast, teachers challenge you with good quality questions and you use ICT very regularly. We have asked all your teachers to do this in their lessons. You can make sure that you concentrate hard when this happens. You said that you felt that teachers have your best interests at heart and we agree that they care and support you very well.

Your behaviour is good, you are very respectful to adults and you all get on very well with each other. We were very impressed with how effectively pupils new to the school settle into the classes. You have a thorough understanding of your Carville promise and we think that you try your best to live up to it. We wish you all the best in your future learning.

Yours sincerely

Margaret Shepherd
Lead Inspector

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