

Carclaze Community Primary School

St Piran's Close, St Austell, PL25 3TF

Inspection dates

24–25 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Too many pupils in the past two years have not achieved well, especially in writing.
- Standards have not been high enough in English and mathematics by the time pupils leave school.
- Teaching for some time has not ensured that pupils learn sufficiently well, because it has been inconsistent in its impact.
- There have been too many differences between the achievement of different groups of pupils, including disabled pupils, those with special educational needs and those supported by additional funding.
- More-able pupils have not always reached their full potential.
- Teachers miss opportunities to develop writing skills effectively in lessons other than literacy sessions. The quality of presentation varies.
- There are inconsistencies in teachers' marking so that pupils do not get enough information on how exactly they can improve their work to the next level of attainment.
- Some pupils do not always have positive attitudes towards learning.
- Subject leaders have had limited opportunities to check the quality of teaching and learning in their subjects.
- In the past, governors have not always used data rigorously enough when holding the school to account.

The school has the following strengths:

- Achievement and teaching are improving. All groups of pupils are now making much better progress, although pupils achieve more slowly in writing than in other subjects.
- Behaviour is improving and pupils feel very safe in school.
- Most parents and carers are very positive about the school.
- Children in Reception make good progress.
- The leadership, supported by staff and governors, has high expectations and is determined to do the best for the school.
- The school provides well for pupils' spiritual, moral, social and cultural development.

Information about this inspection

- The inspectors observed 18 lessons, taught by 14 teachers. Inspectors carried out six of the observations jointly with members of the senior leadership team. Inspectors also made some shorter visits to classroom sessions. They listened to pupils read and attended an assembly.
- The inspectors held meetings with the headteacher, other staff, groups of pupils and three governors. An inspector met with a representative from the local authority.
- The inspection team took account of 76 responses to the online questionnaire, Parent View, and 46 questionnaires returned by staff.
- The inspection team observed the school's work and looked at a variety of documentation, including the school improvement plan, the school's checks on its own performance, information on pupils' current progress and records relating to safeguarding. Inspectors also looked at examples of pupils' work.

Inspection team

John Laver, Lead inspector

Additional Inspector

Linda Rafferty

Additional Inspector

David Jones

Additional Inspector

Information about this school

- Carclaze Community Primary School is larger than the average-sized primary school.
- The great majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium, which is additional funding provided by the government for looked after children and pupils known to be eligible for free school meals, is close to the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are two classes in each year group from Reception up to Year 6.
- The school operates a breakfast club and an after-school activities club.
- There have been several changes in staffing during the previous two years.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better, by making sure that teachers always:
 - have high expectations of what more-able pupils can achieve in lessons
 - mark work in ways that show pupils exactly how well they have done and how they can improve their work, and get pupils to act directly upon the marking.
- Improve attainment and progress in writing by:
 - giving pupils more opportunities to write at length in subjects other than English
 - making sure that all teachers have high expectations of how pupils present their work.
- Improve the impact of leadership and management by giving subject leaders more opportunities to check the quality of teaching and learning directly in their subject areas.

Inspection judgements

The achievement of pupils

requires improvement

- Since the previous inspection, some pupils of various abilities and backgrounds have made less than expected progress, due mainly to inconsistencies in the quality of teaching. It has taken time for the school to address underperformance effectively.
- Until recently, children joined Reception with levels of skill and knowledge below those expected for their age. Although they make good progress in Reception, some pupils for too long did not make good progress in the core skills of English and mathematics. Therefore too many pupils have not achieved enough by the time they leave the school.
- There has been uneven performance by groups of pupils, including those in receipt of additional funding, disabled pupils and those with special educational needs. Until recently, pupils supported by additional funding sometimes achieved one or two terms behind other pupils in the school.
- Too few pupils have left the school at the age of 11 during the last two years with high enough standards. Therefore they were not prepared as well as they should have been for the next stage of their education.
- Progress in writing has not been good enough. There has been too much variation in the quality of presentation and in the accuracy and range of writing.
- Achievement in lessons has been uneven in the past, due mainly to inconsistencies in the quality of teaching. It is still not always as good as it should be. For example, teachers do not always give more-able pupils work that is hard enough for them at an early stage in the lesson.
- The school's efforts to improve achievement are now having a positive impact. As a result, many more pupils are on track to achieve in line with the expectations for their age, and many are on track to make better than expected progress for their age.
- These improvements include all groups of pupils, so that, for example, previous differences between the progress of boys and girls are narrowing significantly. Progress in writing is still slower than in mathematics and reading. There are also still some variations in progress between different classes or year groups.
- Inspectors observed several lessons in which most pupils achieved well. This was because the range of learning activities in those lessons met the needs of all pupils in the class.
- Inspectors also saw improved progress in pupils' books. For example, some pupils in receipt of additional funding have completed a good range of accurate and interesting writing in their 'sparkling writing' books, and clearly take pride in their work.
- The leadership's work in analysing data on pupils' progress carefully and then targeting support for those pupils still in danger of underachieving is having a positive impact on progress. For example, inspectors saw additional adult support help pupils with particular learning needs to make good progress in improving their understanding and skills.

The quality of teaching

requires improvement

- During the previous two years, teaching did not ensure that pupils made good enough progress, as reflected in recent assessment data.
- There have been several changes in staffing. Teachers currently in the school have benefited from good opportunities to develop their expertise. There is now no inadequate teaching. However, there are still some inconsistencies which affect progress in some classes.
- Occasionally, teachers set tasks which are too easy for the more able. Teachers usually manage their classes well, but occasionally a few pupils are less focused on their learning.
- Teachers' marking of work is inconsistent. For example, whereas teachers usually mark English books thoroughly, the marking of books in other subjects is often much more sketchy. Teachers' comments on work do not give sufficient information to pupils on how well they are doing and

do not focus on their next steps to good learning.

- Teachers' expectations of the quality of handwriting and presentation of work vary too much.
- There is good teaching in Reception. For example, inspectors observed teachers preparing for a beach visit by encouraging children to handle different beach objects and explore their various qualities. The children did this excitedly.
- Teachers welcome the opportunities they now have to develop their skills, for example through working with colleagues in other local schools. While there has been some improvement in teaching since the previous inspection, some of the initiatives to sustain these improvements are still at a relatively early stage.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Occasionally some pupils do not focus as well on their learning as others.
- Behaviour around the school is usually good.
- The school has worked hard to improve attendance, particularly with parents and carers who have not recognised the importance of regular attendance. Attendance has risen in recent years and is now close to average.
- A small minority of parents, carers and staff do not believe that behaviour is good. There have been a very small number of exclusions from lessons for misbehaviour. However, inspectors found that behaviour in lessons has not significantly affected progress, and behaviour has improved since the previous inspection.
- Pupils take part in drawing up their own class rules. They understand how bullying can take various forms. Pupils believe that there is occasional bullying, but are confident that staff deal with any incidents well.
- Pupils enjoy coming to school and taking on responsibility. There is a high take-up of clubs and other activities. Pupils told inspectors how they enjoyed trips and sports clubs in particular.
- Several pupils benefit from the breakfast club and after-school activities.
- The school's work to keep pupils safe and secure is good. Parents, carers and pupils confirm that they feel very safe and well cared for in school.

The leadership and management

require improvement

- All school leaders, supported by staff and governors, are ambitious to continue improving the school. However, it has taken time to secure improvements, partly because the leadership has had to deal with some issues in teaching, resulting in staff changes during the past two years.
- Subject leaders check the quality of planning and work in their subject areas. They liaise with colleagues in other schools in order to improve their expertise. However, they have a more limited role in checking the quality of teaching and learning. The school recognises this as an area for further development in order to continue the process of driving up attainment and progress.
- Leaders know the areas which the school needs to continue working on to improve its performance, although their judgement on the school's performance to date has been over-generous.
- The local authority has supported the school since the previous inspection. It has had a much more 'light touch' approach in recent months, recognising that the school's effectiveness is improving.
- The headteacher and other members of the leadership team have worked hard to improve key areas in the school. The leadership now holds staff to account for progress by linking pay to

responsibilities and progress. Changes in teaching staff have had a positive impact upon progress. The school shows the capacity to improve further.

- Other developments are making a difference. Systems for tracking pupils' progress are now more rigorous. The leadership's own checking of the quality of teaching and learning has strengthened. However, some strategies are not yet fully effective. For example, teachers' marking is still inconsistent in quality.
- The school uses additional funding effectively. It provides extra resources and staff support for pupils eligible for free school meals, and this is having a positive impact on their progress. Additional funding for sport has been very effective. The school uses this, for example, to fund specialist teaching of physical education, which is helping to raise the expertise of other staff.
- The school makes good use of links with other local schools. For example, high attainers in mathematics have regular teaching sessions at a local secondary school. Year 8 students from a local school come to Carclaze Primary to support the reading of younger pupils.
- Parents and carers value the regular links with the school, for example through newsletters and opportunities to come into school and support their children's learning.
- The school promotes spiritual, moral, social and cultural development well. Pupils enjoy working together, contributing to drawing up the school's rules.
- **The governance of the school:**
 - There have been changes in the governing body since the previous inspection, and it has improved its expertise in several areas. Governors make sure that safeguarding procedures and practices meet requirements. Governors are linked to different aspects of the school's work and meet regularly with staff, parents, carers and pupils. They have a good understanding of several aspects of the school's work. For example, they know the impact additional funding has had on the school's provision for sport and the support for pupils at risk of underachieving. Governors have some awareness of the quality of teaching in the school, and they carry out their role of ensuring that staff are accountable for progress. They used to have a more limited understanding of how pupils performed in relation to national expectations since the previous inspection. However, this has improved this year. Governors share the enthusiasm of all school staff to continue the pace of improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136070
Local authority	Cornwall
Inspection number	426778

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Steve Double
Headteacher	Simon Pollard
Date of previous school inspection	23–24 February 2012
Telephone number	01726 74194
Fax number	01726 74194
Email address	head@carclaze.cornwall.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

