

# Carisbrooke College

Mountbatten Drive, Newport, Isle of Wight, PO30 5QU

**Inspection dates** 12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	N/A
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Students' achievement is inadequate.
- Students do not make enough progress during their time at the school because too many teachers do not have high enough expectations of them.
- There are significant weaknesses in the quality of teachers' marking and the feedback given to students. As a consequence, students do not make enough progress because their understanding is not checked during lessons and they do not know how to improve their work.
- Too many teachers do not plan work to match students' abilities or to engage and motivate them. As a result, many lessons fail to interest students.
- Too many teachers lack the necessary skills to teach across the full age and ability range of the school.
- Too many lessons are disrupted by poor behaviour.
- Senior and subject leaders are not rigorous enough when checking the quality of teaching and the progress of students. They are therefore not swift enough to provide support.
- The actions taken by the headteacher, school leaders and governors have not yet had enough time to eradicate inadequate teaching or to improve students' achievement and behaviour.
- The sixth form requires improvement. Not all teaching is good, and students' achievement, although average, could be better.

### The school has the following strengths

- The new headteacher has quickly and accurately identified the school's weaknesses and has put the right systems in place to bring about improvement.
- Students' attendance has improved and there have been no permanent exclusions since the appointment of the headteacher.
- Governors now know the school well. They understand the school's weaknesses and are able to challenge school leaders to make the necessary improvements.
- Staff and students trust the headteacher to secure the necessary improvements.

## Information about this inspection

- The inspection team observed 40 lessons, 10 jointly with members of the leadership team. They also undertook short visits to classrooms focusing on behaviour and safety and the engagement of students in their learning, and attended an assembly.
- Meetings were held with staff, students, and members of the governing body and a representative of the local authority. The lead inspector also held a telephone conversation with the School Improvement Partner.
- Inspectors observed the school’s work and scrutinised documents relating to self-evaluation, students’ achievement, behaviour and safety and externally commissioned reports of the school’s effectiveness.
- Inspectors took account of the 33 responses to the on-line questionnaire (Parent View) and of the school’s own records of the views of parents.
- Inspectors also took account of the views of the 64 staff who returned inspection questionnaires.

## Inspection team

Caroline Dearden, Lead inspector	Additional Inspector
Trevor Woods	Additional Inspector
Tim Royle	Additional Inspector
Ramesh Kapadia	Additional Inspector
Mick Pye	Additional Inspector

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school should not appoint newly qualified teachers.

## Information about this school

- Carisbrooke College is a larger-than-average sized secondary school. It opened in September 2011 following the reorganisation of schools on the Isle of Wight and the closure of a 13 to 18 high school and all middle schools; a significant number of staff from 3 middle schools transferred to Carisbrooke.
- A new headteacher was appointed to lead the school at the time of reorganisation and remained in post for less than a year. The current headteacher has been in post since January 2013.
- The school is part of a hard federation with Medina College, with which it shares a governing body and sixth form.
- Most of the students are of White British heritage.
- Just over one in 10 students is supported through school action, which is just below the national average. About one in 12 students is supported at school action plus or has a statement of special educational needs. This proportion is similar to the national average.
- The proportion of students eligible for support through the pupil premium, which is additional funding for those students in local authority care, for those known to be eligible for free school meals and for children from service families, is above average. There are no children from service families in the school.
- A small number of students follow alternative courses in the on-site Pupil Referral Unit (PRU) or Autistic Spectrum Resource Centre (ASRC). The responsibility for managing the ASRC transferred from the local authority to the school at the time of reorganisation; the PRU was established by the school in the autumn of 2012. Both are funded and staffed by the school.
- A small number of Key Stage 4 students follow courses at the local college of further education.
- The school does not meet the government's current floor standard, which sets minimum expectations for students' attainment and progress.

## What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that all teachers:
  - have high enough expectations of students
  - use information from assessments to plan work that matches the full range of abilities and actively engages all students in learning
  - check students' understanding as lessons progress and adapt their teaching when necessary to enable all students to make progress
  - manage students' behaviour more effectively so that students are focused on their learning and no one is able to interrupt or disrupt the lesson
  - improve the quality and regularity of marking and feedback so that students are clear about what they need to do to make progress and are given time to respond to teachers' comments.
- Raise students' achievement and enable all to make better progress and to close the gaps in

achievement between different groups of learners by:

- closely checking students' performance to identify any underachievement and rapidly giving support to those students who are in danger of falling behind
- ensuring that all students are actively involved in lessons and have opportunities to learn through group work and by themselves
- ensuring that procedures for setting targets for students' achievement underpin high expectations and are consistent across the school.

■ Improve students' behaviour and safety by:

- ensuring that teachers and other adults supervise students effectively and are responsible for them at all times, including during fire drills
- ensuring that teachers and other adults do not ignore any poor or unsafe behaviour outside of lessons and take appropriate action to deal with it.

■ Improve leadership, management and governance by:

- ensuring that leaders' roles, responsibilities and accountabilities are clear so that the variation in effectiveness of both senior and middle leadership is eradicated
- ensuring that all senior and subject leaders consistently check the quality of teaching, marking and progress of different groups of students with equal rigour
- ensuring that teachers are provided with precise and thorough feedback about their performance and checking that the advice given is followed, in order to improve teaching
- providing high-quality training and support that enables teachers to improve their teaching and to plan effective lessons matched to students' ages and abilities
- holding teachers in all subjects strongly to account for the quality of their teaching, assessment, behaviour management and how well students achieve
- ensuring that leaders at all levels act swiftly when the need for improvement is identified
- ensuring that the effectiveness of the work of the governing body is evaluated and that it makes a demonstrable impact on school improvement.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Students join the school with attainment that is well below the national average. They fail to make enough progress across a wide range of subjects and leave the school with attainment which is below average.
- While gaps in achievement between different groups of students are wide, recently introduced procedures to check students' progress and improve the quality of teaching are beginning to lead to improvements in some subjects. For example, in design and technology, students are making better progress than in previous years as a result of better teaching.
- The achievement of students eligible for support through pupil premium funding is inadequate. In 2012 their attainment in English and mathematics, as indicated by their average point scores, showed that they achieved at least one grade below their peers and two grades below all students nationally.
- Information for students currently on roll indicates that the achievement for this group is slowly improving as a consequence of more personalised and specific interventions. This has led to improving attendance for these students and their enrolment on courses where they can achieve recognised qualifications.
- Disabled students and those with special educational needs make inadequate progress. This is largely because those supported at school action have received little or no help with their learning and because of inadequacies in teaching. However, those attending the on-site Pupil Referral Unit or other specialist provision within the school make better progress because teachers and other adults are being trained to provide appropriate support.
- Students supported through the Year 7 catch-up programme make inadequate progress due to inadequacies in teaching.
- Students attending courses at the local college of further education feel safe when they are off site. They make good progress whilst at college. However, their progress is limited because their timetables are based on staff availability rather than the needs of students.
- A small number of students are entered early for GCSE examinations. This has not prevented the most able students from achieving the higher grades.
- Students are now making better progress in reading because of the support available. In the better lessons students are given opportunities to read aloud and to each other.
- In the sixth form, students' performance in A- and AS-level examinations, especially in the proportions achieving higher grades, showed that they had made broadly average progress. There were considerable variations between results in different subjects because teaching is not yet good overall and, as in the main school, not all subject leaders take the required action when improvements are needed.

### The quality of teaching

### is inadequate

- The quality of teaching is variable and too much is inadequate or requires improvement. There has been insufficient training and support for those transferring from middle schools to develop the necessary skills to teach across Key Stages 3 and 4 and in the sixth form. This is also the case for former high school teachers who had no prior experience of teaching students in Year 7 or Year 8.
- There are too many lessons in which teachers talk for too long, and in which there is little variety in the type of activity or opportunities for students to work in groups and by themselves. As a consequence, students quickly become bored and, as their behaviour deteriorates, these lessons are disrupted and students fail to make any progress.
- Students recognise the considerable variation in teaching and the impact it has on behaviour and on their own achievement across the school. This view is shared by inspectors and the small number of parents who responded to the online questionnaire. However, evidence from the

school's own surveys of parents presents a more positive view.

- Teachers generally lack the necessary skills to use information about students' progress to plan lessons that include activities at the right level which match students' different abilities or to adapt their teaching during the course of lessons. Expectations are therefore too low, students are expected to complete the same tasks and activities are not adapted during lessons to take account of students' understanding when necessary.
- Some good teaching was observed, for example, during an English lesson students enjoyed their learning and made good progress because the teacher frequently checked their work and changed her approach to take account of how well students were doing. As a result, all students were able to accurately analyse a poem and identify the way in which poetic techniques had been used to emphasise meaning.
- The quality of teachers' marking and feedback is often superficial and lacks the necessary detail and guidance for students to understand how to improve their work. Some teachers do not mark students' work. Where better advice is given to students, they are rarely given time in lessons to respond to the feedback that has been provided.
- In the better lessons, students concentrate and enjoy their learning. For example, in a Year 7 mathematics lesson, the teacher's strong subject knowledge enabled him to plan a well-paced lesson which included activities to challenge students' understanding and engage them in learning. As one student in the group commented, 'It's maths; we always enjoy ourselves'.
- Although still variable, teaching in the sixth form is stronger than that in the rest of the school.

### **The behaviour and safety of pupils are inadequate**

- The majority of students feel safe and the majority of parents who responded to either the online questionnaire or to the school's own surveys agree with this view.
- Students do not always behave well in lessons, and not all show positive attitudes towards learning. In the majority of lessons students become bored because they are not actively engaged and work is not sufficiently matched to their needs. As a consequence, disruptive behaviour becomes a barrier to learning; students stop working and fail to contribute to lessons.
- Behaviour during a fire evacuation was poor with many examples of students disregarding the procedures for safe conduct. The slow response of teachers and other adults meant that large numbers of students were unsupervised and went unaccounted for.
- Students say that better systems to manage behaviour have led to improvements. They attribute this to the visibility and presence of the headteacher. For example, as one student commented, 'He's always there'.
- Students are well aware of cyber bullying and the dangers associated with using the internet. Assemblies and themed personal, social and health education (PSHE) days help them to recognise different forms of bullying and how to respond when they see it happening. They are confident that bullying has reduced and, when it occurs, is now dealt with effectively by staff.
- The school's records of behaviour show a significant reduction in exclusions since the introduction of a more rigorous system to improve behaviour. However, some staff are inconsistent in how they apply the system and many are slow to act when incidents of poor behaviour occur at social times or during lesson change-over. When poor behaviour detracts from learning many teachers either fail to accept responsibility or deal with it themselves.
- Although attendance is below average it is improving and some older students who are persistent absentees have recently begun to attend more regularly. This is because of the support they are offered in the Pupil Referral Unit and for the increased opportunity to study courses from which they can gain recognised qualifications.
- Opportunities for promoting and developing students' spiritual, moral, social and cultural awareness are rich, for example, through the termly themed PSHE days. However, there has been little impact on the way in which some teachers and students talk and behave towards each other, which is not always as respectful as it might be and undermines the fostering of good relationships.

- Students in the sixth form behave well. They listen respectfully to teachers and to each other's contributions in lessons. Although they are keen to participate in discussions they do not always work as diligently as they could in lessons.

## **The leadership and management are inadequate**

- Leadership and management are inadequate because the quality of senior and middle leadership is not strong and means that the school lacks the capacity to improve.
- Since his appointment, the headteacher has introduced clear strategies for improving the quality of teaching, pupils' achievement and behaviour, and has worked to establish clear accountabilities for all staff. However, as these changes are recent they have yet to have a full impact on addressing the significant inadequacies in the school.
- Procedures for the performance management of staff have strengthened arrangements for improving the quality of teaching but are not yet rigorous enough. Leaders observe lessons and provide teachers with feedback but the advice is often not precise enough to ensure that teaching improves. Systems for checking that teachers act on advice given are inconsistent. As a consequence, there is variation in the quality, frequency, timeliness and impact of support. Some teachers fail to act on advice and because this is not addressed by leaders, the impact of poor quality teaching on students' already inadequate achievement is prolonged.
- Some senior leaders have a clear picture of where there is underachievement and work effectively with middle leaders to deal with inadequacies in teaching and students' progress. However, the leadership of some key subjects has been ineffective for too long and not all subject leaders are effective at tackling poor quality teaching or intervening where students are identified as underachieving.
- Procedures for setting targets for students' progress and achievement are too variable. In some subjects, notably English and mathematics, students are now expected to make at least three levels progress from Key Stage 2 to Key Stage 4. However, although three levels of progress is the minimum expectation across the school, some subject leaders set different targets related to students' talent and aptitude. This leads to inconsistency in expectations and an acceptance that some students will achieve the lowest grades at GCSE.
- Although the checking of students' progress has strengthened since the appointment of the new headteacher, there are still wide gaps in the achievement of different groups. This means that the school has not promoted equality of opportunity well enough.
- The headteacher has an accurate view of the school's weaknesses and improvement plans identify the right areas for attention. However, as some leaders' roles are unclear it is not always obvious who is accountable for the different aspects of the school's work and monitoring is neither co-ordinated nor consistently rigorous.
- The curriculum provides students with a range of courses and additional activities, including off-site alternative provision for a minority in Key Stage 4. However, as progress is not always sufficiently well monitored there is too much variation in students' achievement. Leadership of alternative provision is inadequate.
- The federation with Medina College enables students in the sixth form to choose from a wider range of courses than was previously possible. Consequently, students make better progress and secure higher achievement than in the main school.
- The majority of parents who responded to the online questionnaire have negative views about the school and just under half would not recommend the school to other parents. The school's own surveys of parents contradict this view with almost all stating that they would recommend the school to other parents.
- Of the 64 staff who returned the questionnaire, 19 wrote specifically about the improvements since the appointment of the headteacher. For example, 'I have every faith in the headteacher. He just needs time for his influence to embed.'
- The school meets statutory requirements for safeguarding, and training in child protection is in place. However, procedures for routine site maintenance are not always well documented.

- The school did not receive effective support from the local authority during the reorganisation of education on the Isle of Wight. Teachers transferring from the former middle schools, and those originally employed in the high school, reported that they did not receive any training to help them prepare for their new roles or to work with students in key stages where they have no prior experience. In addition, the redeployment of staff formerly employed in middle schools together with a falling roll has resulted in significant over-staffing. This is adding to the school's current deficit budget.
- **The governance of the school:**
  - The governing body has recently been reorganised and restructured to enable it to appropriately challenge and support the school. Governors now have a good understanding of the quality of teaching, standards achieved by students and how the school's performance compares to all schools nationally. Governors receive regular and appropriate training and, as a result, they have good knowledge of the procedures for holding leaders to account for the quality of teaching, but, as these are new, they have had little time to make an impact. This is also true for procedures for performance management and rewards for good teaching. Governors are fully aware of how the pupil premium funding is being used and are able to talk knowledgeably about improvements in attendance and achievement for the most vulnerable students. There are a number of governors who are appropriately qualified to work with the school to manage its finances and to address the deficit budget. Governors work effectively with the school's partners in the federation to make good use of shared resources.

## 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

<b>Unique reference number</b>	136012
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	400265

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1290
<b>Of which, number on roll in sixth form</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terence Hart
<b>Headteacher</b>	Peter Shaw
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01983 542651
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