

Inspection of Carisbrooke College

Mountbatten Drive, Newport, Isle of Wight PO30 5QU

Inspection dates: 23 and 24 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Requires Improvement

What is it like to attend this school?

Pupils learn in a calm and orderly environment. Their achievements are celebrated and rewarded. This helps pupils to recognise the importance of doing their best and contributes to leaders' efforts to make the necessary improvements to the school.

In lessons, pupils focus on building their knowledge and skills. They know that remembering more of what they have learned is important so that they can confidently use this knowledge in the future. However, as yet, learning across subjects is not consistent. While leaders have focused on making improvements to the quality of the curriculum and teaching, this has not yet led to pupils receiving a good quality of learning across the school.

Bullying is rare and quickly addressed. Pupils are confident that all issues are taken seriously. Staff check in with pupils as they line up before school and identify anyone who may need extra support.

Pupils enjoy studying a wide range of topics. They value their personal, social and health education lessons because they believe their teachers are good at teaching them about 'tricky' topics. Learning about the importance of positive relationships is welcomed by pupils, helping them with their lives at home and at school.

What does the school do well and what does it need to do better?

This is an improving school. Leaders recognise that, previously, pupils have not achieved as well as they should. In light of this, leaders are implementing a range of measures to increase how much pupils learn in readiness for future education or employment. Staff are proud to work at the school and share leaders' commitment to the school's improvement journey.

Subject curriculums are now structured to help pupils build their knowledge and understanding. Leaders have implemented the use of a standard lesson format to bring a greater consistency to learning. However, as yet, not all teachers use this structure consistently. In addition, activities to help pupils recall what they have learned do not always help pupils to remember more. This is often because pupils have too many gaps from previous learning. Processes to identify and fill these gaps are also not being used effectively by teachers. As a result, pupils do not have a strong enough foundation of knowledge to build on. This means that they do not achieve as well as staff want them to.

Pupils who attend the school's Einstein Centre receive thoughtful care and support. This includes the opportunity to learn with their peers in the main school, as well as time to explore specific aspects of their learning in small groups. The needs of all pupils with special educational needs and/or disabilities (SEND) are carefully identified and well known by staff. As a result, adaptations to learning for pupils with

SEND are effective. Useful support is also in place for pupils who are not yet confident, regular readers.

Pupils' behaviour in lessons and around the school is positive. Adults have high expectations and help pupils to meet these in a calm, collaborative way. Pupils are respectful when talking to adults. If pupils do need extra support, they are sensitively helped to understand how to make improvements to their conduct.

The school's personal development programme reflects leaders' consideration of the school's local context and life on the Isle of Wight. Pupils learn about the world around them through different opportunities, both on the island and on the mainland. Careers information includes local employment opportunities, apprenticeships, and visits to mainland universities. The school celebrates a wide range of religious festivals and teaches about different cultures. This supports pupils to develop a strong awareness of the diversity of British society.

Pupils are encouraged to develop their individual interests and talents beyond classroom learning. Leaders monitor pupils' participation in activities to encourage pupils to engage with all the school has to offer. Performance opportunities are numerous. Pupils are rightly proud of their achievements. They gain confidence by playing in seasonal concerts, performing in school pantomimes and leading assemblies for other year groups.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that safeguarding is central to the work of all staff. Staff receive training in safeguarding, which is regularly updated. Leaders' record-keeping details the clear actions leaders take if they are concerned about a pupil. This includes any pupils who leave the school. In these cases, leaders keep in contact with the family and destination school until they are certain the pupil is back in education.

Leaders provide additional opportunities to educate pupils about their personal safety. This includes bike and road safety and helping pupils learn how to stay safe when out with their friends in the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While the intent for a carefully sequenced curriculum is planned, the implementation of this is not consistent across every subject. Pupils therefore do not always build on their prior learning and do not achieve as well as they should. Leaders should continue with their plans to ensure that staff have the secure

knowledge and expertise to help pupils consistently build their knowledge and understanding.

- Leaders have not ensured that teachers use assessment consistently well to check pupils' learning of the intended curriculum. This means that teachers are not always clear about the gaps in pupils' understanding and so these often remain unchallenged. Consequently, pupils do not achieve as well as they should. Leaders should ensure that teachers are consistent in checking that pupils know and remember their learning confidently across the whole curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136012
Local authority	Isle of Wight
Inspection number	10268387
Type of school	Secondary Comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	599
Appropriate authority	The governing body
Chair of governing body	Richard Bridgford
Headteacher	Karen Begley (Head of school)
Website	https://www.iwef.org.uk/carisbrooke-college/
Date of previous inspection	6 July 2021, under section 8 of the Education Act 2005

Information about this school

- The school is currently part of the Isle of Wight Education Federation. The school's leadership, including governing body, is shared with Medina College.
- The school has a specially resourced provision for pupils with autism spectrum disorder. Currently, 16 pupils from Years 7 to 11 attend this provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 11 with information about approved technical education qualifications and apprenticeships.
- The school currently uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the executive headteacher, executive deputy headteacher, special educational needs and disabilities coordinator, curriculum leaders, and other staff.
- The lead inspector met with governors, including the chair of governors. He talked to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history, design and technology and art and design. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning, and looked at samples of pupils' work.
- The lead inspector examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- Inspectors scrutinised safeguarding records, checked staff's safeguarding awareness and met with the designated safeguarding leaders.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

Inspection team

Ed Mather, lead inspector	His Majesty's Inspector
Peter Woodman	Ofsted Inspector
Mark Marande	Ofsted Inspector
Jason Philipasz	Ofsted Inspector

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