

Carbeile Junior School

Address: Trevol Road, Carbeile Junior School, Torpoint, Cornwall, PL11 2NH

Unique reference number (URN): 111969

Inspection report: 28 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard 

The school's personal development programme is highly effective and impactful. Staff know pupils and families well, fostering a safe and nurturing environment. Leaders ensure that the effective use of additional funding to support disadvantaged pupils benefits the school's diverse community. The school equips pupils with essential life skills and a strong sense of community.

Leaders have taken a comprehensive approach to pupils' personal development. Leaders place significant emphasis on the wider experiences that shape pupils' life opportunities. The personal development programme is carefully mapped out across subjects, including in personal, social and health education and relationship and sex education. Teachers check pupils' personal development through regular recall activities during lessons. The curriculum and supporting activities are flexible, allowing additional work to be completed if pupils need more help understanding important concepts.

Pupils are actively involved in shaping school life, from influencing the uniform and values to leading events and supporting younger peers. This fosters a deep sense of belonging.

The school's pastoral support is robust and responsive. There is a clear, agreed approach that outlines how pupils' social, emotional and mental health needs should be met. The school's commitment to pupils' development is evident in its proactive pastoral care, including support for children with additional needs, young carers and those facing personal challenges such as bereavement. Staff ensure that pupils can seek help discreetly, promoting safety and trust.

Enrichment activities, community events and clubs are diverse and accessible to all. Initiatives such as 'military kids club' and leaders' checks on pupil participation ensure that no child is excluded from opportunities. The personal development programme is woven through the school's curriculum and complemented by assemblies, visits and discussions that celebrate life in modern Britain. Pupils know and understand how to be responsible, resilient and thoughtful citizens. They know how to keep themselves safe in their community and online. The curriculum, coupled with the school's values and behaviour expectations, ensures that pupils consistently display fairness, kindness and consideration for others in their actions. Pupils understand and respect differences.

Expected standard

Achievement

Expected standard 

The majority of pupils learn the curriculum well. This is reflected in their published outcomes in national tests at the end of key stage 2, which are broadly in line with national averages. Disadvantaged pupils achieve in line with their peers nationally. However, while pupils typically learn basic reading skills securely, some pupils do not learn their times tables quickly enough. As a result, outcomes in the Year 4 multiplication check are below national

averages. Furthermore, some pupils' handwriting is not formed well enough. Pupils with special educational needs and/or disabilities generally progress well from their starting points.

Leaders ensure that in the wider curriculum pupils learn well and revisit their learning successfully. Pupils demonstrate a secure, and sometimes detailed, knowledge in subjects such as history and geography. For example, they have a clear understanding of the chronology of different civilisations, as well as how earthquakes occur.

Attendance and behaviour

Expected standard 

Leaders keep a close oversight of attendance and behaviour. This helps them to form an accurate view of the school's strengths and where action is needed. Leaders ensure that attendance has a high profile in the school. For example, leaders provide regular reminders to parents and carers about the importance of pupils being in school regularly. Leaders work in collaboration with families to help remove any potential barriers to attendance. They take firm and decisive action if attendance does not improve. As a result, pupils' attendance, including persistent absence, is in line with national figures.

Pupils' behaviour is consistently calm and respectful. This high standard of conduct creates an environment in which pupils are able to learn well. Low level disruption is rare. Pupils are self-motivated to work hard in lessons. Pupils are polite and courteous to their peers, staff and visitors. At social times, younger and older pupils mix harmoniously together. Pupils are rightly incredulous at the suggestion of bullying being an issue in their school. On the few occasions that pupils' behaviour falls below leaders' high expectations, it is dealt with fairly and swiftly.

Curriculum and teaching

Expected standard 

Since the last inspection, leaders have continued to refine, and improve, the school's curriculum. The curriculum is broad and ambitious. Leaders have given careful consideration to the order in which pupils learn new content. This ensures that pupils can build on their prior learning effectively. Staff have secure subject knowledge developed through regular training to help them implement much of the curriculum well. They check regularly what pupils can do to help shape future learning. For example, through 'showstoppers' in the wider curriculum, pupils can demonstrate what they have learned about a particular topic.

Leaders prioritise reading within the curriculum. They check what pupils know and can do when they join the school. From this, they provide well-targeted support to those pupils who need extra help with phonics. Pupils read books closely matched to the sounds they know. This helps them to catch up and become confident, fluent readers. While the teaching of writing is typically effective, occasionally it is less so. Some pupils, including those with special educational needs and/or disabilities, do not receive the necessary adaptations they need to write well. Teachers sometimes do not address errors in handwriting, such as letter formation or pencil grip. As a result, these errors persist.

Inclusion

Expected standard 

Leaders have established an inclusive culture. Pupils who are known to social care, including children in care, benefit from help with their learning as well as additional support for their wellbeing. Through effective systems, leaders identify pupils with special educational needs and/or disabilities (SEND) early. They draw upon advice from other external professionals, such as educational psychologists, to consider carefully how to reduce barriers for pupils. Leaders put in effective transition systems for pupils joining the school from the infant school to help them settle quickly. In lessons, teachers mostly provide pupils with SEND with the right adaptations to succeed in their learning. Occasionally, this support is not as precise or effective as it could be. When this happens, some pupils do not make the progress they should.

Leaders check that any alternative provision for pupils is appropriate and meets their needs. This reflects leaders' ethos of placing pupils at the heart of their decision-making.

Leaders, including governors, check the impact of the government's additional funding to support disadvantaged pupils. Leaders identify and implement the actions that make a significant difference to pupils' learning. As a result, pupils generally learn the curriculum well.

Leadership and governance

Expected standard 

Leaders, at all levels, want the very best for all pupils. They place pupils' wellbeing and happiness at the heart of the decisions they make. Leaders have developed a closer working relationship with the infant school that helps them to support pupils' learning in areas such as phonics when pupils move on to the school. Leaders generally take appropriate action at the right time to ensure a culture of continuous school improvement. They have ensured that the creation of the federation has not distracted them from pupils' education at Carbeile. Instead, leaders have used the partnership to further enhance staff's professional development and expertise.

Leaders, including governors, have managed issues regarding staffing and other financial pressures sensitively. Staff appreciate this. They comment on the approachability of leaders. Leaders support staff's workload and wellbeing as an ongoing priority. As a result, staff morale is high, and they are proud to work at the school.

The governing body is knowledgeable and committed to the school. It fulfils its statutory duties diligently, including financial accountability. Governors make regular checks on the school's work that help them to challenge leaders effectively about the school's performance.

Parents' and carers' views on the school have remained highly positive since the last inspection. They have substantial trust in leaders' ability to do their best for pupils. Parents rightly recognise the school's efforts to offer extensive opportunities beyond the classroom and how these experiences promote pupils' love of their school.

What it's like to be a pupil at this school

Pupils love learning at this school. This is because warm and caring relationships permeate the school, which helps pupils to feel happy and safe. Staff greet pupils and their families in a welcoming manner each morning. This sets the tone for pupils' positive behaviour in lessons and throughout the school day.

Pupils speak with pride and enthusiasm about the many aspects of school they enjoy. For example, they experience a range of exciting trips. Pupils feel a deep sense of belonging and pride in their school. This results in them attending school regularly. Pupils benefit from the school's substantial pastoral support to help them address any worries they have. Pupils display kindness, tolerance and empathy towards one another, meaning that bullying is not an issue. One pupil summed this up, stating, 'Being part of this school is like being part of a team.'

Pupils, including those with special educational needs and/or disabilities (SEND), typically learn the curriculum well. Staff identify and support pupils who need extra help with their learning effectively. Over time, most pupils acquire the essential English and mathematics knowledge they need to be ready for secondary school.

Pupils' character development is at the heart of Carbeile's ethos. This ensures that pupils, regardless of their background, flourish. Pupils are confident and resilient because the school ensures that they have frequent opportunities to develop these traits. For example, pupils participate in a field gun event to develop teamwork skills. This also values the contribution of the many pupils who come from service families. Pupils learn to become responsible through a variety of leadership roles and looking after the school's pigs. Pupils with SEND play a full role in school life. They, along with their peers, enjoy an extensive range of clubs, such as choir and netball or playing in a rock band.

Next steps

- Leaders should continue to embed, and strengthen, consistency in the teaching of writing, including handwriting, across all subjects.
- Leaders should support teachers to make adaptations to pupils' learning, including pupils with special educational needs, in order to consistently meet their needs so that pupils learn well.

About this inspection

The chair of the board of governors in this school is Sheena Morton.

The school is part of a federation called Rame Federation. This federation was formed in 2024.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, the head of school, members of staff, pupils, a representative from the local authority, members of the governing body including the chair, staff from the alternative providers and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school currently makes use of 3 alternative provisions, including 2 that are unregistered.

The executive headteacher is Pete Hamlyn.

Head of School: Caroline Sales

Lead inspector:

Jason Edge, His Majesty's Inspector

Team inspectors:

Marie Thomas, His Majesty's Inspector

Lizzie Lethbridge, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

300

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

475

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

23.33%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.33%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.33%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	85%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	81%	73%	Above
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (final)	52%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average
2024/25 (final)	61%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	59%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	59%	Close to average
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	60%	Close to average
2024/25 (final)	78%	61%	Above
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	52%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	68%	-19 pp
2024/25 (final)	52%	69%	-17 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	44%	66%	-22 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-16 pp
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	71%	80%	-9 pp
2022/23 (final)	59%	78%	-19 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	78%	-14 pp
2024/25 (final)	65%	78%	-13 pp
2023/24 (final)	71%	78%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	56%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (final)	78%	81%	-2 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	52%	79%	-27 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.9%	13.0%	Close to average
2023/24 (3 term)	15.6%	14.6%	Close to average
2022/23 (3 term)	14.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright