

Carlton Primary School

Inspection report

Unique Reference Number	106610
Local authority	Barnsley
Inspection number	377429
Inspection dates	10–11 October 2011
Reporting inspector	Jane Hughes

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Andrew Arnold
Headteacher	Viv Hall
Date of previous school inspection	4 February 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 19 lessons and observed 12 teachers. Inspectors held meetings with representatives of the governing body and staff, some of the school's partners, and talked with pupils, parents and carers. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 51 parents and carers, as well as those from pupils and staff.

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

- Whether pupils in Years 1 to 6 make rapid enough progress.
- Whether teaching supports the needs of the more-able pupils effectively enough.
- Whether there are key strengths in partnership work that enrich the curriculum and improve outcomes for pupils.
- The extent of pupils' awareness of diversity in Great Britain.
- Whether leaders at all levels embed demonstrably sustainable improvement in the school's performance.

Information about the school

This school is of larger-than-average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is smaller than average. Almost all pupils are of White British heritage. There is a broadly average proportion of children with special educational needs and/or disabilities. The school has achieved Healthy School status, Junior Safemark and Activemark.

There have been significant changes over the past three years. The school became a foundation school as part of a Trust, forming a cooperative with two other local schools, Royston Summer Fields and Royston Parkside. The school moved to Trust status in July 2011 to form the Carlton and Royston Learning Cooperative. Since January 2011, the headteacher has supported Doncaster Road Primary School in the role of local leader of education. This support has increased since May 2011. Currently the governors of each school, with agreement from the local authority, have appointed the headteacher as executive headteacher. Each school has an acting head of school.

A private provider, Carlton Kids Klub runs breakfast, after-school and holiday clubs on site. This provision is subject to a separate inspection.

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

Carlton Primary is a good school. It provides good value for money as pupils, including those with special educational needs and/or disabilities learn and progress well. In the past three years, the headteacher has effectively managed significant changes to the school's staffing and organisation. Strong partnership work promotes well the professional development of staff here and in other local schools. These links, along with improvements to the quality of teaching, have a positive impact on pupils' outcomes and the school's performance at all levels. There are several outstanding elements to the school's work. Pupils develop extensive knowledge and understanding of both how to stay safe and how to make healthy choices in their daily lives. The highest quality care, guidance and support for pupils from all adults complements the first-class safeguarding procedures and policies. Parents and carers praise the school's work and its inclusive nature, a typical comment being, 'The leadership, staff and pupils of this school are unique in their tolerance and acceptance of others' needs.'

Children get off to a good start in the Early Years Foundation Stage from starting points that are generally below the expected level for their age. There have been significant improvements since the previous inspection. However, a few remaining inconsistencies in provision mean that children do not always receive the right levels of challenge during planned tasks. At times, this also restricts the development of their independent skills.

Pupils learn and progress well and attainment is broadly average in English and mathematics by the time pupils leave Year 6. Although levels of attainment are rising, not all of the more-able pupils attain as well as they could. Pupils' progress continues to accelerate, and is now good except for a minority of the more-able pupils. A strong focus on improving the quality of teaching has resulted in a larger proportion now being good, although a minority is still only satisfactory. Teachers link subjects well in their planning to engage pupils' interest. They also use questioning effectively to check pupils' knowledge and consolidate their learning. Some activities, such as guided reading, are more pedestrian in content and so do not consistently engage pupils fully in their learning. Pupils display positive attitudes to their learning and persevere well with tasks.

The headteacher, senior and middle leaders have an accurate picture of the school's strengths and weaknesses and regularly review its position. Governance is both

challenging and supportive. The evidence of improvements in key areas of the school's work, such as the quality of teaching, pupils' attainment, learning and progress, and the positive impact of leaders and managers at all levels demonstrate that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in English and mathematics and accelerate further the progress pupils make by:
 - increasing the proportion of good and outstanding teaching
 - providing activities and questions that offer appropriate levels of challenge, particularly for the more-able pupils
 - enlivening guided reading sessions with more stimulating activities
 - improving the presentation of pupils' work.
- Develop provision further in the Early Years Foundation Stage by ensuring all activities provide appropriate challenge and promote children's independence equally well.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy their lessons. As a result attainment across the school continues to rise. Pupils are eager to learn. They settle quickly to tasks and confidently volunteer answers to questions. Nonetheless, the more-able pupils do not always experience the greater levels of challenge they require in order to reach higher standards in their work. Pupils with special educational needs and/or disabilities progress as well as others because of the well-targeted support they receive in lessons from skilled staff. Pupils of all ages respond particularly well to the regular 'talk and walk' opportunities in lessons and make the most of this time to share information and learn from each other. For example, pupils in Year 1 chatted animatedly about their interpretation of a selection of Rothko's paintings. They were able to use adjectives to describe what the bold blocks of colours meant to them such as, 'burning red sand and very cold water'. Pupils are keen to discuss their aspirations and successes and have a well-developed understanding of the importance of educational achievement in finding work in the future. Although pupils usually complete a good volume of work in lessons, it is too often untidy.

Pupils are unanimous about how safe they feel in school. They show a first-class awareness of potential dangers and a clear understanding of how to stay safe when using the internet, for example. Increasing numbers bring their bicycles to school. Pupils behave well both in and out of lessons. They have a strong understanding of how to live healthy and sustainable lives. Pupils make the most of the fresh fruit and vegetables they grow in the school's 'polytunnel' to the extent that they will sometimes pick, wash and then eat seasonal produce such as radishes at break time. They helped to improve the school's lunch menus. Pupils show a clearly competitive streak as they participate in a range of sporting competitions. Many enjoy attending a range of additional clubs, such as karate. Pupils thoroughly enjoy coming to school. This is reflected in their above average attendance and punctual arrival each day.

Pupils make the most of opportunities to develop a better understanding of spiritual, moral, social and cultural issues through themed assemblies and specific learning programmes. Links with other schools are helping pupils to increase their awareness of diversity in Britain. A typical comment from a parent was, 'There is a strong sense of pride amongst the pupils and they help each other.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and teaching assistants have a good level of subject knowledge. They impart this to pupils with unfailing humour, which helps to engage pupils well in their learning. Relationships are good. Many introductions to lessons are characterised by pupils and teachers using interactive whiteboards to illustrate new knowledge or to consolidate prior learning. Teachers mark pupils work regularly, although there are inconsistencies in the quality of developmental comments to help pupils to improve. Teachers have a clear understanding of the data pertaining to each pupil and generally use this effectively. However, planned activities do not always provide sufficient challenge to stretch the more-able pupils to meet their full potential.

The developing and exciting curriculum engages pupils well in their learning because of the creative links between subjects. Pupils talk animatedly, for instance, about how they really enjoy the links between history, design and technology, and science. As one said, 'We make Victorian dolls and toys with a moving switch and working light.' The woodland supports many creative opportunities such as recreating Narnia in Year 6 or fashioning mud monsters in Year 2. There is a key focus on developing pupils' personal, social and health education and close attention to pupils' emotional well-being. Although the school has a daily focus on developing pupils' reading skills, the activities that teachers plan for guided reading sessions lack excitement in terms of content and delivery.

All adults pay the closest attention to pupils' pastoral care, guidance and support. The 'well-being team' oversees all the relevant aspects relating to pupils' welfare

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

exceptionally well. They have a particular focus on the pupils whose circumstances make them vulnerable so that their time in school and subsequent transfer to secondary education runs as smoothly as possible. Child protection arrangements are exemplary. Pupils say they feel very safe here and parents and carers confirm this. Behaviour is managed within a highly positive framework of rewards and sanctions. Pupils provide colourful examples of where well-targeted sanctions have been highly effective in preventing some of their peers from becoming persistent troublemakers with the potential for exclusion. There are also highly effective induction arrangements in place. Lunchtime staff ensure mealtimes are pleasant and sociable. The promotion of regular attendance is a key focus. This is effective due to locally agreed policies. These provide a consistency of approach among neighbouring schools and ensure that parents and carers have a clear understanding of the expectations for pupils' attendance and punctuality.

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	1

How effective are leadership and management?

Over the past six years, the visionary headteacher has methodically drawn together a senior leadership team which is ambitious for the school at all levels of its work. Forward-looking curriculum teams ensure good continuity of approach and successful development in all subjects. Staff regularly develop their skills through professional development courses and links with colleagues across the Trust. Responsibility for performance at all levels in school is carefully delegated. Senior leaders take on increasing levels of responsibility in response to the demands of the executive headteacher's role. Trust status encourages the dissemination of best practice within and across schools and staff thoroughly appreciate this benefit. There are also advantages of economies of scale as the schools can pool resources and staff expertise. The governing body is a good catalyst for change as it encourages the school to pursue innovative approaches to leadership. It maintains a clear focus on the school's key priorities of academic improvement and personal fulfilment for all pupils.

The school displays exemplary practice with regard to safeguarding. Leaders and the governing body are diligent in maintaining high-quality records. The school is quick to develop robust systems in response to any potential causes for concern. Staff identify risks, and pupils are helped to develop an excellent understanding of potential hazards. Leaders promote equality of opportunity and tackle discrimination well. They monitor assiduously the academic and personal outcomes for different groups. For example, school self-evaluation has identified that additional action is required to ensure that the more-able pupils reach their full potential. Parents and carers are appreciative of the work of the school and its staff. There are well-established lines of communication between home and school. These include engaging newsletters, an interesting website and use of new technologies such as

text messaging. Innovative and developing partnership work, such as the work across the Trust, supports pupils' good progress. It also helps the school to promote community cohesion to good effect as pupils are able to learn more about multicultural diversity, for example. The school runs smoothly as a result of efficient day-to-day administration.

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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children learn and develop well and relish their time here as a result of the good teaching and overall provision in the Early Years Foundation Stage unit. Older and younger children mix with ease during the many shared activities, both inside and outdoors. Younger children emulate the good role models provided by older children as, for example, they wash their hands before snack or tidy away resources. Children behave well, listen carefully to adults' guidance and proudly share their successes. They delight in the regular woodland work opportunities. For example, they have great fun finding hidden shapes or hunting for their teachers with only the jingle of a tambourine as a clue to guide them. Occasional inconsistencies of approach mean that the levels of challenge vary. A few activities are too difficult to engage children effectively in their learning. At other times, tasks are sometimes too easy with little opportunity for children to develop independent skills.

The Early Years Foundation Stage leader is well organised and ensures all the adults have a comprehensive working knowledge of good early years' procedures and practice. There are comprehensive written records. Adults in the unit work as a strong team and help to put children and their parents and carers at ease. Well-planned induction arrangements mean children settle in quickly. Home/school links are strong and parents and carers are encouraged to become increasingly involved in their children's learning and development. They confirm that staff take very good care of their children.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Parents and carers are supportive of the school despite the relatively small number of returned inspection questionnaires. Parents and carers confirm that their children enjoy school and that they are expected to behave well. They mention in particular ‘The extremely caring and successful pastoral support.’ They say that children are safe and learn about healthy living. They state that good teaching helps their children to make good progress in learning and to develop useful skills for the future. They are complimentary about the school’s leadership and management. A small number could not confirm that the school informs them of their child’s progress. A similar proportion felt that the school does not help parents and carers well enough to support children’s learning. They also felt that the school’s leadership takes insufficient notice of parents’ and carers’ views. Inspectors pursued these concerns and their findings are reflected in the main body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carlton 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	63	16	31	1	2	1	2
The school keeps my child safe	33	65	16	31	2	4	0	0
The school informs me about my child's progress	19	37	26	51	4	8	1	2
My child is making enough progress at this school	21	41	28	55	1	2	1	2
The teaching is good at this school	24	47	25	49	2	4	0	0
The school helps me to support my child's learning	21	41	23	45	6	12	1	2
The school helps my child to have a healthy lifestyle	26	51	21	41	3	6	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)	24	47	23	45	1	2	1	2
The school meets my child's particular needs	26	51	22	43	2	4	1	2
The school deals effectively with unacceptable behaviour	21	41	25	49	2	4	1	2
The school takes account of my suggestions and concerns	17	33	25	49	6	12	2	4
The school is led and managed effectively	29	57	18	35	4	8	0	0
Overall, I am happy with my child's experience at this school	28	55	21	41	1	2	1	2

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.



12 October 2011

Dear Pupils

Inspection of Carlton Primary School, Barnsley, S71 3HF

Thank you for making the inspectors so welcome when we inspected your school recently. I am writing to tell you what we found.

You told us that school is a great deal of fun and that you enjoy your lessons. We saw that during our visit. Teaching is good in your school and helps you to make good progress and reach average standards in your work. You know a great deal about how to stay safe and live healthy lifestyles. The work you do in planting, growing and cooking your own fruit and vegetables in the polytunnel is impressive. The links between different subjects make your learning more exciting. All the adults take excellent care of you so that you are safe and secure in school and your personal needs are met well. The headteacher and other leaders are doing a good job in moving your school forward.

We have asked the headteacher, staff and governing body to work to improve some things that the school could do better. First, to raise your attainment and help you to make even faster progress than you do currently in your learning. You can help with this by continuing to work hard and to pay particular attention to how neatly you present your work. Second, we would like all the activities planned for children in the Early Years Foundation Stage to give the right amount of challenge and to help them to become even more independent.

We send you our very best wishes for the future and hope you enjoy a bumper crop of winter vegetables.

Yours sincerely

Jane Hughes
Lead inspector

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