

# Carleton Community High School A Specialist Science College

Green Lane, Carleton, Pontefract, WF8 3NW

**Inspection dates** 29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Students who need extra help in class and those who are supported by the pupil premium funding make less progress than others. Teachers' expectations of these students are too low.
- Students' reading, writing, speaking and listening skills are not being developed well enough. Not all teachers pay enough attention to these skills in different subjects.
- Students of different abilities are not given the right amount of challenge in all lessons. Teachers do not use students' progress information to vary tasks to match the different abilities.
- Students do not have enough opportunities to work in groups and solve problems for themselves.
- Leaders are not using the information they gather about students' progress, attendance and behaviour well enough to bring about improvements for different groups of students.
- Members of the governing body are not gathering enough first-hand information about the school to check the quality of the school's work in enough detail.
- In a few lessons, students chat too much and their learning slows. This usually is when tasks are not interesting enough to motivate them.

### The school has the following strengths

- Students feel safe and happy because they are well cared for. The relationships between staff and students are warm.
- Students who have some of their teaching at places away from the school are doing well and their performance is tracked thoroughly.
- Additional small group support is successful in helping students catch up or improve their work.
- The new headteacher has quickly gained the support of staff, students and parents. She already understands the strengths and weaknesses of the school.

## Information about this inspection

- Inspectors observed 30 parts of lessons. Six were observed jointly with members of the senior leadership team.
- Discussions were held with the headteacher, staff, members of the governing body and a representative from the local authority.
- The inspectors spoke to students in lessons, at break and during lunchtimes. They also spoke formally to three groups of students on the first day of the inspection.
- Inspectors heard a number of students read in lessons.
- The inspection team observed the school’s work and looked at a range of documentation, including the school’s plans for the future and ongoing reviews of those plans, and the school’s records of their observations of teaching. They also looked at behaviour logs, racist incidents and the school’s safeguarding arrangements.
- Three inspectors toured the school with students.
- The inspectors took account of 88 responses to the on-line questionnaire (Parent View) and 85 responses to the staff inspection survey.

## Inspection team

Joan Hewitt, Lead inspector

Her Majesty’s Inspector

Janet Pruchniewicz

Additional Inspector

Sophie Gillies

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average secondary school. The number of students on roll has fallen in recent years.
- The proportions of students from minority ethnic backgrounds and those who speak English as an additional language are well below the national figures.
- The percentage of students who are eligible for pupil premium (which provides additional funding for students in local authority care, those known to be eligible for free school meals and students with families in the armed services) is above the national average.
- The proportion of students registered as disabled or with a statement of special educational needs is above the national average, as is the number of students supported at 'school action' and 'school action plus'.
- Five students attend Wakefield College for three days each week. Four students attend practical skills courses such as motor vehicle maintenance at Elite, a local training provider.
- The school has specialist status in science with mathematics.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school is due to become part of a multi-academy trust on 01 April 2013.
- At the time of the inspection the headteacher had been in post for three weeks.

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

- Improve the quality of teaching so that it is consistently good by:
  - ensuring teachers regularly give students the chance to work in pairs or groups to solve problems on their own
  - making sure all teachers' marking is of high quality so that students always know how to make their work better
  - reducing the amount of chatter among students that sometimes slows learning.
- Improve students' rates of progress by:
  - ensuring teachers use students' progress information to plan tasks that are well matched to different abilities, especially students who need extra help in class and those for whom the pupil premium provides extra funding
  - raising teachers' expectations of low attaining students
  - ensuring students' reading, writing, speaking and listening skills are effectively developed in all subjects.
- Improve the speed at which leaders improve the school by:
  - making better use of the school's wealth of information to improve the progress and attendance of different groups of students, particularly those who need extra help in class and those who are known to be eligible for pupil premium funding
  - ensuring improvement planning includes details of what success will look like
  - making sure feedback to teachers is accurate and gives clear guidance on how teachers can improve their work
  - improving the way members of the governing body collect first-hand information about the quality of the school's work.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Students join the school with standards that are broadly average but this varies. In Years 8, 9 and 10 students came to the school with below-average standards. Published data and the school's information about progress shows the number of students gaining five good GCSE passes, including English and mathematics, is improving.
- The progress made by students who are known to be eligible for pupil premium and those who have extra help in class lags behind other groups. The gap between the average point score of students entitled to the pupil premium and that of other students was wide last year. These gaps are not so marked in Key Stage 3.
- Disabled students and those who have a statement for their special educational needs make good progress because of the detailed help they get from specialist teachers and other adults. The Pathways unit runs small groups for these students and they improve their reading and writing skills quickly. For example, a small group of Year 7 students made good progress in finding different words with the same meaning because of the teacher's probing questions.
- Students do not always develop good reading, writing and speaking skills. Some subjects, such as geography, support students in developing these skills very well. Not all subjects do this and the quality of students' work varies from subject to subject. Students' enjoyment of reading is improving. The school has special programmes to raise students' interest in reading. For example, younger students take part in the 'Reading Buzz' and use a 'reading passport' to record, and reflect on, their reading. This is motivating students to spend more time reading with their friends.
- The school's use of early entry for mathematics was encouraging for many students but few students gained the top grades. The school made sure most students were not disadvantaged by giving them the opportunity to study statistics and further mathematics. However, there were still a small number of students who settled for lower grades than they might otherwise have achieved.
- Most parents, who responded to Ofsted's on line questionnaire, consider their children make good progress. Some students do make good progress but inspectors found too much inconsistency between the progress made by different groups of students and in different subjects.

### The quality of teaching

### requires improvement

- Some teaching is good but there is not enough consistently good teaching in every class and in each subject to make sure all students achieve well.
- In a few lessons, especially in lower sets and where activities are not challenging enough, students do not work well and there is too much chatting. There are examples of teachers creating exciting challenges and having high expectations of low ability students. For example, in a low ability Year 8 dance class, students were enthusiastic and energetic in creating imaginative dance sequences. This approach is not widespread and teachers do not always expect enough from low ability students.
- Teachers do not routinely plan work that matches students' abilities closely. They have plenty of good quality information about how well students are doing but too often all students do the same task at the same time regardless of their ability. This leaves more-able students not making enough progress because the work is too easy, while less able students struggle because it is too hard.
- Students respond well when they work in groups or pairs to solve problems on their own. They do not get enough opportunities to do this and so they rely on teachers to tell them what to do. In too many lessons teachers dominate discussions and so some students do not always have to think deeply enough about questions and give extended answers.

- Teachers generally mark students' work regularly but it is not routinely of good quality. Students know what level or grade their work is but teachers' comments do not always help them to understand exactly what to do to make the work better.
- In most lessons, students have positive attitudes and behave well. They come to lessons promptly and ready to work. Warm and positive relationships between students and teachers and between students are a strong factor in the generally calm atmosphere in lessons.

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

### **requires improvement**

- Behaviour in lessons is generally passive because there are not enough opportunities for students to show how well they can behave when they are working independently. There are a few examples of students' behaviour disrupting learning. These are usually managed well, in line with the school's behaviour policy. These incidents tend to happen when students are asked to do tasks that are mundane or are not matched to their abilities very well.
- Fixed-term exclusions were higher than the national average last year, particularly for students who have extra help in class and those who are known to be eligible for pupil premium funding. The school is working hard with individual students to reduce this. Leaders have been successful in re-engaging students who were at risk of being permanently excluded by finding alternative courses to attend. This programme is well managed and effective in developing students' social, emotional and academic skills.
- Students feel very safe, happy and know staff care for them. One student remarked to an inspector, 'I know I can talk to any adult in the school about anything. There is nothing I couldn't tell them about.' This is testament to the careful work the school does to make sure students' feel valued. Parents are also very positive about their children's experiences of the school.
- Behaviour around the school at break and lunchtimes is calm and orderly. Students are cheerful, friendly and well mannered. They can discuss different forms of bullying and understand the impact it can have on individuals. They are accepting and respectful of diverse cultures and values. Students say any incidents of bullying are taken seriously by the school and that they are helped to resolve disagreements with other students.
- Attendance was below average last year but it is improving. Some groups of students do not attend as well as others, for example, pupils who are supported by pupil premium funding. Their attendance is not improving as quickly as other groups, despite the individual support for students who are persistently absent.
- Students who are having difficulties outside school are supported particularly well. The school have compelling examples of where students have been helped in overcoming significant difficulties to keep focused on their work.

### **The leadership and management**

### **requires improvement**

- The new headteacher has got to know the school very quickly. She has already gained the support of staff, students, governors and parents. She has a determined focus on improving the quality of teaching.
- The school's improvement planning highlights most of the right areas for improvement but there is not enough emphasis on how leaders and teachers will narrow the gap between the progress, attendance and behaviour of different groups of students. The planning identifies timings and actions but it is not crystal clear what success will look like. This makes it harder for leaders and governors to evaluate precisely the quality of the school's work or what needs to be done next.
- A few leaders are not accurate when they are evaluating the quality of teaching. The written feedback to teachers following a lesson observation gives helpful advice but often does not

always make a clear enough link to the quality of students' learning.

- Leaders at all levels make regular checks on the quality of teaching and students' work. They use an effective system to spot when students are underachieving and put in place support to help them catch up. They know there are gaps in the progress made by different groups of students but they have not used this information well enough to improve day-to-day teaching.
  - Leaders and members of the governing body have made some important changes to the way teachers are rewarded for good teaching and supported when teaching needs to improve. The new system to check on the quality of teaching is clearly linked to the school improvement plan and the progress students make.
  - Students' spiritual, moral, social and cultural development is supported well through different subjects. For example, in physical education lessons, students work well in teams and accept rules. Students have opportunities in lots of subjects to reflect on their role in society and on how life is for people living in difficult circumstances.
  - The school makes effective use of its specialist status in improving the achievement of pupils in its feeder primary schools. Primary teachers have had specialist training in mathematics and science. Teachers from Carleton have taught some Key Stage 2 classes with good results. This is helping to raise students' standards in mathematics when they join the school in Year 7.
  - **The governance of the school:**
    - Members of the governing body have chosen to spend pupil premium funding mostly on staffing to enhance small-group sessions to help students catch up when they fall behind. They have not checked sharply enough if this is having enough impact on narrowing the gap in the achievement or attendance of these students compared with their peers. Governors are reflective and committed. Minutes from recent meetings show they are reviewing the way they work with the school. Governors recognise they do not visit the school often enough to make sure they have enough information to check on the quality of teaching or students' learning.
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## 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>	108279
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	412759

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>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	737
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kebir Berry MBE
<b>Headteacher</b>	Hellen Bolton
<b>Date of previous school inspection</b>	10 November 2009
<b>Telephone number</b>	01977 781555
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