

Carlton Primary Academy

Fish Dam Lane, Barnsley, South Yorkshire, S71 3HF

Inspection dates 15–16 April 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- The head of the academy and joint principals provide clear and rigorous leadership. They are well supported by a strong senior leadership team and an effective governing body. As a result, the quality of teaching and learning is good and pupils and their parents are proud of their academy.
- Pupils of all abilities, including disabled pupils and those with special educational needs, achieve well throughout the academy in reading, writing, mathematics and other subjects.
- Provision in the early years is good. Children make good progress and enjoy their learning.
- Pupils are well behaved, polite and friendly. They have positive attitudes to learning and take good care of one another.
- The overall quality of teaching is good. Teachers' subject knowledge is good. Teaching assistants are deployed effectively to boost pupils' learning. Marking and feedback are used well to help pupils improve their work.
- The curriculum is well planned and successfully promotes pupils' spiritual, moral, social and cultural development. Pupils participate in a wide range of creative and sporting activities which contribute to their good behaviour and positive attitudes to learning.

It is not yet an outstanding school because

- Sometimes pupils' written work in other subjects does not match the quality of that done in English.
- Teachers do not always adjust their teaching during lessons to ensure all pupils are fully challenged by the work they are set.
- A few opportunities are missed for pupils, particularly the most able, to work things out for themselves and gain confidence by deciding how best to organise their own work. Consequently they do not always deepen their learning.

Information about this inspection

- Inspectors observed lessons throughout the academy and conducted several short observations of teaching and learning. This included three observations carried out jointly with members of the senior leadership team. Inspectors also looked at a wide range of pupils' work, including some with the senior leadership, and listened to pupils read.
- Discussions were held with groups of pupils, the Chair of the Governing Body, other members of the governing body, representatives of the academy trust, an external school improvement partner, and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 32 responses to Ofsted's online questionnaire (Parent View), the results of the academy's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the academy's work and looked at a range of documents, including: information on pupils' current progress, the academy's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour, safety and child protection.

Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Faheem Chishti	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- Carlton Primary Academy converted to become an academy school on 1st December 2012. When its predecessor, Carlton Primary School, was last inspected by Ofsted, it was judged to be good overall. The academy is part of Pioneer Academies Co-operative Trust.
- The academy is larger than an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is well above the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- The large majority of pupils are White British.
- Children attend the nursery on a part-time basis.
- The academy met the government's current floor standards in 2014 which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The academy has a breakfast and after academy club run by an independent provider. This is subject to a separate inspection. The academy also runs a small daily breakfast club.
- The head of academy was appointed in September 2014 following the resignation of the previous principal. The two principals from the other academies in the Trust became joint principals of Carlton Primary at the same time. There have been several other staff changes since the academy opened.

What does the school need to do to improve further?

- Build on the already good quality of teaching in order to further increase pupils' progress by:
 - ensuring teachers adjust their teaching to consistently challenge pupils of all abilities throughout their lessons
 - providing more opportunities for pupils to work things out for themselves and to organise and manage their own work
 - making sure that pupils apply their literacy skills to the highest standard they are capable of in all subjects.

Inspection judgements

The leadership and management are good

- The head of academy and joint principals provide a clear direction for the academy and ensure a strong and positive ambition for improvement. They have rapidly established effective team work and accurate self-evaluation following a period of significant leadership and staffing changes. Consequently, the quality of teaching and pupils' achievement is good and staff morale is high.
- The senior leaders set good examples to other staff and are skilled in improving the quality of teaching and setting targets to which others can aspire. Accurate data, on the pupils' achievement and the quality of teaching, support senior leaders' precise plans for future improvement. The leaders and staff have embraced new procedures to measure and analyse pupils' progress in line with new National Curriculum expectations. A good level of staff training and work with other academies in the Trust ensure that the academy's assessments are fair and accurate.
- Middle and subject leaders provide good role models through their own teaching and the support they provide. Several middle leaders are new to their role and the academy. They are becoming quickly established in their roles. Leaders act on carefully considered action plans based on accurate assessments of the academy's effectiveness. These are increasingly improving learning in, for example, the teaching of early reading skills, including phonics (letters and the sounds they make) and pupils' mathematical reasoning. As a result, the academy is clear about the aspects of teaching and pupils' achievement which need to be addressed to further improve the good teaching and learning.
- The Trust supports the academy well through effective policy development and strategic guidance and support to leaders and the governing body. The external school improvement partner provided by the Trust knows the school well and provides effective advice and guidance.
- The academy has appropriate procedures to ensure staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The use of pupil premium funding is effective in ensuring disadvantaged pupils narrow the gap between their attainment and that of other pupils. Leaders closely analyse the achievement of disadvantaged pupils. Leaders provide good initiatives to boost the learning of individual pupils and prepare them well for their future learning. This is clearly evident in the academy's data on the progress of disadvantaged pupils compared with non-disadvantaged pupils in the academy.
- The primary school physical education and sports funding is used well to improve pupils' health and well-being. A good proportion of pupils participate in a wide range of team games and other sporting activities. The support of a specialist coach contributes to pupils' good achievement in physical education and increasing teachers' subject knowledge.
- Leaders ensure that all pupils have the same opportunities to succeed and to participate fully in the life of the academy. There is no evidence of discrimination and good relationships with staff, pupils and parents are a strength of the academy.
- Safeguarding procedures meet statutory requirements. They are based on accurate record keeping. All groups of staff are well-trained and vigilant.
- Pupils' spiritual, moral, social and cultural development is promoted well through the subjects taught. Pupils are excited by opportunities to find out more about the world around them particularly through a good range of residential and day visits, visitors and special days. Religious, personal and social education and well planned assemblies strongly promote pupils' tolerance, understanding of democratic values and an appreciation of different faiths and cultures. As a result, pupils are well prepared for life in modern Britain.
- **The governance of the school:**
 - The governing body has a clear view of where the academy needs to be. Governors rigorously hold leaders to account. Governors have worked closely with the directors of the Trust to take an effective role in academy improvements. They reorganised in January 2014 to create a smaller and more focused team. The very committed Chair of the Governing Body is an effective leader and is well informed through regular visits to the academy and her own professional knowledge. Members participate in a good range of training and support within the academy and the local authority, particularly in safeguarding and understanding of assessment data. They know how the academy compares to other schools nationally. They understand the academy's strengths and areas requiring improvement well.
 - The governing body challenges the academy constructively to match expenditure to improving achievement. This is evident in detailed minutes of discussions on the use of pupil premium funding, pupils' achievement and staff appointments. The academy's budget is managed well and contributes to driving achievement higher. The governing body receives information on the strengths in the quality of

teaching and the steps the academy is taking to eradicate weaknesses. The governors are appropriately involved in reviewing targets for the head of the academy and making decisions as to whether staff should receive a salary increase.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils enjoy their academy and are eager to talk about their experiences. Pupils are polite and friendly towards each other and their teachers. This is a direct response to the respect and kindness all adults show to the pupils.
- Pupils work well with others. They work hard and generally take pride in their work and their appearance. They increasingly assess their own work and do so accurately and with integrity. They take their roles, such as academy ambassadors and work monitors seriously.
- Pupils' conduct is good in response to the high expectations of all staff. They are generally attentive and listen well to teachers and other adults. Occasionally, pupils are not totally engaged in their learning when teaching does not fully meet their needs.
- The academy makes good use of primary sport funding for outdoor activities at break-times and after lessons. These contribute to the development of pupils' personal skills, such as co-operation, and sportsmanship, and to their health and well-being.

Safety

- The academy's work to keep pupils safe and secure is good. Staff and the governing body are well trained and vigilant in ensuring pupils learn in a safe and secure environment. Pupils say they feel safe and their parents agree.
- Attendance is rising and is currently above average. Pupils are punctual. The academy has rigorous procedures to monitor and improve attendance including the roles of the new learning mentor and attendance officer.
- Pupils understand risks and dangers in their everyday life. They are well informed about different types of bullying including racist, homophobic and cyber bullying. Well planned assemblies, special days and studies in several subjects reinforce pupils' knowledge and understanding.
- Pupils correctly feel that there are few incidents of bullying and know what they would do should any occur. Pupils are tolerant of others' views and beliefs and staff and the governing body work effectively to promote this.
- The academy keeps good records of the few incidents of poor behaviour and responds to them in a robust and well considered manner. There are few exclusions. The academy has had significant success in supporting pupils who have emotional and behavioural difficulties so that they are well prepared for their future learning.
- Pupils are prepared well for the potential dangers they may meet in later life. They learn road safety from the early years onwards and how to cycle safely in Year 6. Activities with the emergency services teaches them about many dangers such as those of drugs and alcohol mis-use as well as fire safety and other concerns.

The quality of teaching is good

- Staff make good use of accurate assessments of pupils' progress to set clear targets for them to achieve in all subjects. Teachers are making increasingly good use of new assessment procedures to raise expectations and meet the expectations of the new National Curriculum. Pupils feel that their work usually challenges them.
- Teachers establish good relationships with their pupils and have high expectations for their success throughout the academy. As a result, all groups of pupils are eager to learn, work hard and aim to do their best. This is evident in the calm, busy and orderly classrooms and the pride pupils take in working hard.
- Marking and feedback are consistently used well to ensure pupils improve their own work and deepen their learning. Teachers ensure that pupils address errors that are identified and that they follow any guidance given. This has been a particularly effective improvement of the current leadership.
- Funding for disadvantaged pupils is used well to provide teaching closely matched to these pupils' individual needs. Leaders regularly analyse and review the effectiveness of specific activities to address

any gaps in learning to ensure activities are effective and that staff are suitably trained.

- Teaching assistants are well deployed overall. They bring skilled support to pupils of all abilities and particularly those with special educational needs. Teaching assistants are well trained and informed. They regularly ask challenging questions to extend pupils' understanding.
- Teachers question pupils well to broaden and deepen their thinking. For example, pupils in Years 3 and 4 rose to the challenge of creating imaginative descriptions of mythical creatures because the teacher subtly introduced new criteria such as different senses through skilful questioning.
- The teaching of literacy is good overall. Effective teaching of phonics (letters and the sounds they make) from the early years onwards contributes to pupils' success. Teachers encourage pupils to listen carefully and articulate sounds accurately. The pupils' love of reading is strongly promoted throughout the curriculum. For example, they study classic and popular children's literature as a part of their studies in history, geography and science. Writing skills are taught systematically. Pupils increasingly develop a fluid handwriting style from the early years. Teachers expect pupils to write for a wide range of purposes and accurately apply the grammar, spelling and punctuation skills they are learning.
- The teaching of mathematics is good. The academy has worked well with the other academies in the trust to develop a clear policy for teaching calculation skills and problem-solving. Teachers provide many opportunities for pupils to explain to others their mathematical reasoning and the strategies they use to complete problems. This contributes to increasingly secure learning.
- On a few occasions teachers do not adjust their teaching sufficiently during the lesson to ensure that pupils are challenged by their work. For example, sometimes pupils find their work too easy and do not move on quickly enough to more demanding work. Pupils occasionally complete too many sums they have already mastered before being introduced to more challenging ones.
- Sometimes pupils, particularly the most able, do not have enough opportunity to work things out for themselves or to gain confidence by making decisions on how to organise their own work. This limits opportunities for them to deepen and enrich their learning.
- Although pupils generally present their work well, teachers do not always ensure that pupils' writing is of the highest quality it can be in subjects other than English.

The achievement of pupils is good

- Pupils of all abilities make good progress overall in reading, writing and mathematics throughout the academy. This is largely reflected in the results of National Curriculum tests and assessments by end of Year 2 and Year 6 which are broadly average overall for all subjects.
- In 2014, however, the proportion of pupils who made the progress normally expected by Year 6 was below average. This was due to the fact that this group of pupils had gaps in their knowledge because, over time, they did not have the consistent benefit of the current good teaching in the school. The new leadership has taken strong action to tackle any historical gaps in pupils' learning.
- The evidence of inspection, including lesson observations, pupils' current work and the academy's data, shows that current Year 6 pupils are working at increasingly above expected levels for their age, particularly in reading. Progress throughout the academy is accelerating further.
- Disadvantaged pupils make good progress compared to all pupils nationally. They are narrowing the gap with non-disadvantaged pupils in the academy and nationally. The academy makes effective use of funding for disadvantaged pupils. At the end of 2014 disadvantaged pupils in Year 6 were two terms ahead of non-disadvantaged pupils in the academy in reading. In writing and in mathematics they were in line. They were in line with non-disadvantaged pupils nationally in reading, one and a half terms behind in writing and two terms behind in mathematics.
- Most able pupils achieve well overall. These pupils show good levels of maturity, enthusiasm for their work and, when given the opportunity, the ability to take the initiative. They retain facts well and make good use of their skills to solve problems and conduct investigations in a number of subjects. For example, they use algebraic formula well to calculate the perimeter and area of complex patterns of shape.
- Disabled pupils and those who have special educational needs achieve well from their individual starting points. Their individual needs are regularly and accurately checked. Teachers ensure that these pupils progress well, particularly in reading, writing and personal development and are prepared well for their future learning.
- Pupils read well and take a lively interest in books. Pupils' phonic skills are well developed and they use them well to tackle unfamiliar words. The results of the Year 1 national screening check for phonic skills are at least average and were above for those who repeated the check in Year 2 in 2014. By Year 6 pupils of all abilities read with evident enjoyment. Pupils of all abilities are fluent and read with good expression.

They choose books which challenge them. They have a good understanding of the development of character within a story and the inferences of the plot and are confident to discuss this.

- Pupils write well overall for a wide range of reasons and make good progress. They present their work to a good standard and handwriting is largely fluent and neat. Pupils' knowledge of grammar and punctuation is generally accurate and used effectively. However, pupils do not always write to the same level they achieve in English lessons in other subjects. The academy has identified this as an area for further improvement.
- Pupils achieve well in mathematics. Standards have been below those of reading and writing in the past but improvements to the curriculum and the quality of teaching are strongly addressing this. Pupils build on their knowledge of number facts such as number bonds and multiplication tables to use these skills well in written calculations. By Year 6, pupils have a good understanding of multiplication and division of fractions and numbers to three decimal points and use this knowledge well to solve practical real-life problems.
- Occasional inconsistencies in the quality of teaching prevent pupils from making rapid progress overall. As a result, their achievement is good but not outstanding.

The early years provision

is good

- The quality of teaching is good and procedures to assess children's progress are effective. This is a result of thorough procedures to evaluate and improve staff's skills and curriculum planning. Leadership and management are good. Teachers and teaching assistants have a good understanding of the needs of young children and have high expectations of them.
- Children's starting points are largely below those typical for their age, particularly in reading and writing skills. They make rapid progress in these areas and so they are well prepared for their next stage of learning in Year 1. Children of all abilities make good progress and standards are at least in line with national averages.
- Relationships are good. When children start in the nursery, staff establish good relationships with parents from the start through helpful procedures to prepare children for nursery and settle them in. These procedures enable the staff to build a good initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning.
- Literacy skills are taught well. Phonic skills are taught and support the rapid progress many children make in reading and early writing. Staff make good use of the children's indoor and outdoor activities to improve children's handwriting control. As a result, children of all abilities make increasingly rapid progress in learning to form letters, words and numbers accurately.
- Disadvantaged children in the early years achieve well, make good gains in their early language and communication skills. The academy has strong links with educational and health agencies such as speech therapists to provide early support to children with special educational needs.
- The most able children make good progress because they make rapid gains in key skills such as phonics, comprehension and addition and subtraction. They are stimulated by the opportunities for imaginative role play and questions which help them think and reason. Intricate skills such as planning and weaving 'spider webs' as part of work on mini beasts further challenge them.
- Teachers make accurate assessments of all aspects of children's achievement and use these to plan future learning. Overall, teachers and teaching assistants question children closely to secure and extend their knowledge and their understanding of the world. They often present activities as problems to be solved, such as 'how can we do this if we have only two windmills?' Occasionally, however, children are not sufficiently challenged and the teaching adjusted speedily enough to meet their needs.
- Children of all abilities work and play very well together and concentrate on their activities. Their behaviour and safety are good. They feel safe and are cared for well. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world around them. Teaching assistants and other adults are deployed well to have a good impact on children's achievement across all areas of learning.

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

Unique reference number	139083
Local authority	Barnsley
Inspection number	456133

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Marylin Gittner
Principal	Claire Minett, Head of Academy, Jayne Everett / Margaret Fretwell (Joint Principals)
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01226 722166
Fax number	Not applicable
Email address	carlton@pioneeract.org.uk

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