

# Carlton Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107600
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	324604
<b>Inspection dates</b>	3–4 December 2008
<b>Reporting inspector</b>	Barbara Flitcroft

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	201
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Silvia Connor
<b>Headteacher</b>	Mrs L Mortimer
<b>Date of previous school inspection</b>	9 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	off Upper Road Batley Carr Dewsbury West Yorkshire WF13 2DQ
<b>Telephone number</b>	01924 325265
<b>Fax number</b>	01924 325266

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized urban school. Three quarters of the pupils are of Pakistani heritage, almost one quarter from Indian backgrounds and very few pupils are White British. The majority of pupils speak English as an additional language. The number of pupils eligible for free school meals is average. The proportion of pupils with learning difficulties and/or disabilities is well above average. The school makes provision for the Early Years Foundation Stage (EYFS) in the Reception class.

The school has gained the Sport Activemark award and is working to renew its Healthy School award. Since the last inspection there have been changes to the senior leadership team which includes a new deputy headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Carlton is a good school with the personal development and well-being of children at its heart. Pupils achieve well in relation to their starting points as a result of good teaching in a happy and caring atmosphere. Parents are very positive about the provision that the school makes for their children. However, a very small number of them have concerns about pupils' behaviour. These concerns are unfounded because pupils behave well. The school and governors work hard to involve families, the community and other local schools to broaden the rich opportunities Carlton provides for its pupils.

Attainment on entry to the Reception class is very low for children of this age. Good provision in the EYFS, with much emphasis on speaking, listening and preparation for independent learning, sets the scene for good progress overall. As a result, by the end of Year 6, pupils achieve standards that are broadly average in science and just below average in English and mathematics.

The school works hard on pupils' personal and social development and to provide them with a good level of care. Pupils love being at school. They are taught well about personal safety, encouraged to make sensible choices about healthy lifestyles, and there are good opportunities for them to take part in physical activities. They are developing good levels of independence and responsibility, working together in a range of ways to contribute to the school and the wider community. Spiritual, moral, social and cultural development is good. Attendance is satisfactory. Although its efforts have already had a positive impact, the school continually promotes the importance of good attendance.

Parents understandably feel that this is a good school. Pupils enjoy school because, as one stated, 'It's fun, there are exciting things to do and the teachers make me clever.' This enjoyment starts when children join the school; where good teaching for the four and five-year-olds means that they happily talk about their ideas. Bilingual assistants help pupils to communicate in English. Older pupils play an important part in shaping the life of the school because they have many opportunities to air their views and make a difference. The good curriculum is enhanced by plenty of clubs and activities outside normal lessons that contribute to pupils' enjoyment of school. Pupils of all ages use computers confidently to enhance their learning.

Good teaching and early identification of those needing extra help with their learning ensure that all groups of pupils, including those with learning difficulties and/or disabilities, achieve well overall. However, on occasions teachers do not always provide tasks matched well enough to what all groups of pupils, including the most able, need to learn next. This slows down learning.

Even though spending per pupil is higher than the national average, the school provides good value for money because pupils progress well academically and personally. The leadership team and governors have carried out year-on-year improvements to enhance the learning environment. The headteacher provides good leadership. Middle managers are also committed to school improvement. A strong sense of teamwork is evident. Governors are very supportive and offer appropriate challenge to the school, for example, asking pertinent questions about its performance. Good leadership and management mean that the school has an accurate view of its effectiveness with good capacity to improve. This has led to good improvement since the last inspection.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision in the EYFS is good. Children enter school with a very low level of skills compared to other children of their age. Most speak English as an additional language. Very few speak English well. The children settle into school routines very well in a caring and supportive atmosphere with good teaching. Children extend their learning at a good pace and make good progress. Despite this, most are still below the level expected nationally by the time they start in Year 1. There is a clear framework for learning and high expectations for children's personal and social development. This encourages children to behave well. Links with home are well supported by bilingual teaching assistants who can communicate in the home language. Planning and assessment takes account of children's differences and all areas of learning are covered appropriately. Staff do well to make the most of the outdoor learning area with varied activities provided each week so that children can develop the same skills inside or outside. On a snowy day, children were excited to find and identify letters which were hidden in foam. The foam strongly resembled the snow covering their outside learning area. The school is seeking to provide a cover for the outdoor learning environment in order to develop learning opportunities even more fully. The Foundation Stage is effectively led and managed and promotes children's welfare and safety effectively.

### What the school should do to improve further

- Raise standards in English and mathematics by the end of Year 6.
- Ensure teachers consistently provide tasks that match the needs of all groups of pupils, including the most able to help them learn effectively.

## Achievement and standards

### Grade: 2

Effective teaching and target-setting, coupled with a strong focus on pupils' good attitudes to learning supports their good achievement. Most pupils speak English as an additional language and they make good progress due to the effective well targeted support. The school's records show that pupils make good progress from their starting points. By the end of Year 6, standards are average in science and slightly below national averages in English and mathematics. Standards in mathematics are starting to improve as a result of the focus on developing pupils' calculation skills and writing continues to be an area of improvement. Pupils achieve well and enjoy their learning. Pupils with learning difficulties and/or disabilities also make good progress. At the end of Year 2, standards have shown a good trend of improvement in recent years and they are now much closer to average. Boys and girls achieve equally well. By the end of Year 6, boys have frequently made up any gaps and there is no difference in the standards reached by boys and girls.

## Personal development and well-being

### Grade: 2

The caring staff who are determined to raise pupils' aspirations by providing exciting learning opportunities contribute effectively to pupils' good personal development by reminding them of expectations and choices. Pupils are polite and respectful towards staff and one another. All know what to do on the rare occasions that bullying happens. They enjoy school, behave well and listen attentively in lessons. Attendance is broadly average.

Pupils are knowledgeable about living a healthy lifestyle, for instance, through the excellent quality of school meals and their work to achieve the Activemark award. Pupils talk about the healthy ingredients in their school lunch. They also say, 'Our morning exercises make our minds and bodies ready to learn well.' The extensive range of visits, visitors and cultural experiences provided for pupils ensure good links with their community and a secure understanding of the different cultures found there. Pupils are keen to grasp opportunities to develop skills they will need in their lives beyond school. For example, they organise collections for charity, use computers at every opportunity to support their learning and are regularly involved in local community events. However, literacy and numeracy skills are slightly below average and so pupils are no more than satisfactorily prepared for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Strong relationships between the caring, conscientious staff and pupils contribute significantly to the good progress pupils make. The effective management of behaviour also ensures that there is a calm atmosphere for learning in most lessons. Teachers usually plan appropriate tasks to match pupils' capabilities, ensure close support for pupils who experience difficulty with new learning and are quick to praise those who do well. Teaching is not as effective when, occasionally, teachers' planning fails to take sufficient account of what particular groups of pupils, including the more able, have learned already. This usually occurs when the same work is set for the whole class. The pace slows, for example, as higher attaining pupils complete what is expected quickly then wait for help. Learning support assistants, many of whom are bilingual play a vital role in helping pupils to understand new work and to complete their tasks. Information from the regular and careful assessment of pupils' progress is used well by staff to identify any pupils who may need additional support to help them make expected progress.

### **Curriculum and other activities**

#### **Grade: 2**

There is a strong focus on ensuring that the curriculum in the core subjects of English, mathematics and science is planned carefully to meet pupils' different needs and ensure that standards rise. Literacy and numeracy skills are being promoted effectively in subjects such as science. The staff are committed to developing a more creative curriculum which combines skills from a range of subjects in different topics. In Year 5, pupils used their knowledge and skills well from science, mathematics and English when solving problems in their 'pirate' topic work. On other occasions, for example, a recent technology day, teachers missed opportunities to integrate vital skills into enjoyable activities such as creating Christmas decorations. The curriculum for French in Years 3 to 6 is excellent due to teacher knowledge and expertise.

The contribution the curriculum makes to pupils' personal development and well-being is good. The school provides a good variety of well-attended enrichment activities such as trips, visits and after-school clubs in drama, reading and gardening.

## Care, guidance and support

### Grade: 2

The school's logo, 'A learning partnership, moving forward', reflects the care for individual pupils and the determination of all staff to ensure pupils do well. Pupils' view that they are well cared for is justified. Any worries they may have are dealt with quickly and efficiently. The learning mentor's role of eliminating barriers to learning is shared and supported by every member of staff, making care and support all the more effective. The school is doing all it can to reduce absence but attendance does fluctuate, for example, as pupils observe religious festivals or take extended holidays abroad.

Current safeguarding requirements are met. Child protection procedures are in place and liaison with a range of agencies and professionals supports the school's work. Arrangements for health and safety issues are clearly understood by staff and pupils. The school understandably cancelled a trip on the train to Leeds, for example, because of the risks due to the snow. The quality of academic guidance provided for pupils is good. Pupils are fully aware of their targets and what is expected of them.

## Leadership and management

### Grade: 2

The headteacher and the deputy headteacher have a clear view of the school's performance and are passionate in their quest to take the school forward. Their monitoring and observations have accurately identified areas of strength and others that require further development. School leaders have developed a system to track the progress of pupils in reading, writing and mathematics. They now have a bank of useful data which helps teachers set pupils' targets. There is a great sense of teamwork as the members of the senior leadership team work with curriculum subject leaders to improve the provision in their areas of responsibility. This is underpinned by their shared belief that learning should be fun and exciting. Governors are well informed and have a clear view of the school's strengths. They fulfil their role as critical friends. They are very supportive and challenge school to develop further. This school has a strong history of creating a cohesive community and continues to successfully encourage pupils to be part of and proud of their school community.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I would like to thank you for your help when the other inspector and I visited your school. We enjoyed our visit very much and we were really impressed how many of you travelled through the heavy snow to come into school.

Now I would like to share with you some of the judgements we made.

Carlton is a good school. It is doing some good things to help you, your families and the community.

- All the staff take good care of you and help you to be safe and healthy.
- You try hard with your work; you enjoy learning and try to behave well and show your good manners.
- Your teachers work hard to make lessons enjoyable and interesting. They show you how you can improve your work.
- You have many opportunities to take part in interesting activities beyond your lessons.
- You make good progress in your learning as a result of the hard work by you and your teachers and support staff.

To make your school even better I have asked your headteacher and governors to help you to reach higher standards in English and mathematics. Your headteacher works closely with governors to help plan improvements for you and your school. I have asked your teachers to make sure that the work in lessons is always closely matched to your different abilities to enable each of you to learn well at all times.

You can help, too, by being in school every day that you can, listening well and always trying your best to reach your learning targets. I hope that you carry on enjoying your school and doing such good work.

With very best wishes to you all