

South Elmsall Carlton Junior and Infant School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 130866 |
| Local Authority | Wakefield |
| Inspection number | 360140 |
| Inspection dates | 13–14 January 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 | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 336 |
| Appropriate authority | The governing body |
| Chair | Mr John Owen |
| Headteacher | Mrs Kathy Litton |
| Date of previous school inspection | 28 April 2008 |
| School address | Carlton Road South Elmsall, Pontefract West Yorkshire WF9 2QQ |
| Telephone number | 01977 723805 |
| Fax number | 01977 723805 |
| Email address | headteacher@carlton.wakefield.sch.uk |

| | |
|--------------------------|--------------------|
| Age group | 3–11 |
| Inspection dates | 13–14 January 2011 |
| Inspection number | 360140 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 12 teachers. Inspectors held meetings with members of the governing body, staff and parents and carers and talked with pupils. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and children's work. Inspectors examined questionnaires from 108 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.

- How well embedded improvements are, particularly in English and mathematics.
- Whether teaching consistently addresses the needs of all groups of pupils.
- How effectively the school promotes pupils' regular attendance.
- Reportedly outstanding aspects of the school.
- Whether leaders have an accurate view of the school's performance.

Information about the school

This school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is larger than average. Almost all pupils are of White British heritage and few speak English as an additional language. A larger-than-average proportion of pupils has special educational needs and/or disabilities. The school has gained a number of awards, including Healthy School status, Activemark and Investors in Pupils.

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?

3

The school's capacity for sustained improvement

3

Main findings

South Elmsall Carlton Junior and Infant School is a satisfactory school. There are good elements to its work that have developed since its last inspection. Foremost is the strong start children make in the Early Years Foundation Stage. Other strengths include pupils' good behaviour, their well-developed knowledge of how to live healthily and safely, their strong contribution to school and the wider community and their good spiritual, moral, social and cultural development.

Pupils learn and progress satisfactorily from generally well-below expected starting points. Pupils' attainment is improving securely. It continues to rise by Years 2 and 6, from historically low levels. The school has worked effectively to eliminate some prior underachievement, particularly in English. There has been a successful key focus on boys' writing. Latest test scores and pupils' current work show an upward trend and clear improvement. The proportion of pupils reaching the average and higher levels in English and mathematics are the highest for at least five years. Pupils' current work and most recent test results show below-average but rapidly rising attainment, an improvement on previous outcomes in English and mathematics. Pupils' progress is securely satisfactory and is accelerating. Predictions and current data are encouraging.

The school engages well with parents and carers and establishes strong partnerships with outside agencies. These support pupils' learning and well-being and complement the school's own work. There is a strong and developing curriculum and the school has a well-known reputation for the high-quality pastoral care that it provides to all pupils. Parents and carers hold the school in high regard. They typically comment, 'This is a very caring and loving school'.

Attendance levels hover around the national average and are slow to improve despite the school's ongoing attention. The supportive governing body is routinely involved in school life. However, leaders, managers and the governing body neither monitor nor evaluate the school's performance with the rigour required to ensure accelerated progress. Nonetheless, the school has a broadly accurate view of its strengths and weaknesses. Leaders and managers have worked effectively over the recent past to ensure that the school continues to improve and that these key improvements are sustainable. Consequently, there is satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by:

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

- placing a greater focus on the quality of pupils' learning
- ensuring the quality of teaching is consistently good and better
- matching work more accurately to pupils' needs.
- Improve the quality of monitoring and evaluation by:
 - ensuring all leaders and managers are involved in rigorous and accurate assessment of the school's performance
 - implementing development priorities so that pupils make the best possible progress and current improvements are sustained and accelerated
 - developing the role of the governing body so that it is able to challenge the school's performance more effectively and so ensure that weaknesses are tackled and improvements made and maintained.
- Raise pupils' levels of attendance by:
 - providing a greater range of incentives as rewards for more regular and improved attendance that appeal to parents, carers and pupils
 - increasing parents' and carers' understanding of the importance of regular attendance through practical examples
 - targeting pupil groups with different levels of attendance to improve these at various times throughout the school year.

Outcomes for individuals and groups of pupils**3**

Pupils enthuse about school and clearly enjoy their learning, although their achievement remains satisfactory overall. They settle quickly to tasks such as 'early morning work' where they enthusiastically discuss or practise a variety of skills, such as 'speaking out'. Pupils also agree that teachers make learning fun. Pupils' hands are quick to rise in lessons as they respond with confidence to questions. Pupils with special educational needs and/or disabilities achieve equally as well as their peers.

They enjoy purposeful and often practical activities with the guidance of knowledgeable support staff and teachers. Higher attaining groups achieve better than previously due to the more practical curriculum and increasing levels of challenge. For instance, the proportion of pupils reaching the higher levels in both English and mathematics has doubled from the time of the last inspection and is the highest for five years. Within this picture, attainment in writing has continued to rise.

Pupils behave well and say that 'the school is a kind place'. Pupils have a secure grasp of how to lead healthy and safe lifestyles. They say they feel safe in school and know who to turn to with problems. Pupils enjoy taking on responsibility around school and in the community. For example, they forge strong links with the local Bereavement Society for whom they perform concerts. A large majority of pupils are punctual. Increasing numbers of pupils are attending more regularly so that attendance levels overall are rising slowly and are broadly average overall.

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

These are the grades for pupils' outcomes

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

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

How effective is the provision?

In the best lessons, teachers clearly plan how pupils are to achieve the objectives set. They assess pupils' progress towards these as the lesson unfolds. They also move pupils' learning on at a rapid pace while ensuring appropriate levels of challenge throughout. An increasing proportion of lessons are good, as seen during the inspection. Inconsistencies in approach and expectation remain and the feedback teachers receive from leaders' monitoring is not always sufficiently robust to improve their practice. In more ordinary lessons, there is insufficient focus on exactly what it is that pupils are learning and tasks are not always well enough matched to pupils' ability. Lessons satisfactorily meet the needs of all groups of pupils, including those with special educational needs and/or disabilities. Skilful support staff are deployed well to help them and to liaise with parents and carers, who appreciate this level of involvement.

Increasing links between curriculum subjects help to bring learning to life for pupils. There are good opportunities for enrichment both in and out of school. Many of these are provided by outside partners who, for example, enhance pupils' musical and sporting skills. Pupils appreciate these opportunities and take up is good. The school has a good track record in local sporting competitions and pupils talk animatedly about this.

Strong care, guidance and support for pupils are at the heart of the school's work. Consistent behaviour management by adults ensures that pupils are keenly aware of their high expectations. Parents remark that 'the school enables children with special

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

educational needs to thrive'. There is a good programme to welcome new pupils to the school and another to help them as they transfer to local secondary schools. Mentoring staff encourage parents and carers to send their children to school regularly. More remains to be done to accelerate the current slow rise in attendance levels as existing systems lack practical pointers for parents and carers. Incentives for parents, carers and pupils do not motivate sufficient numbers to regard regular school attendance as a priority.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher and deputy headteacher form an effective partnership. Along with other senior leaders and managers, they demonstrate satisfactory ambition and drive for improvement. This is most clearly seen in the way pupils' attainment is rising following improvements to the curriculum and developing strengths in teaching. The clear focus on improving provision in the Early Years Foundation Stage is also bearing fruit. However, leaders' monitoring and evaluation of the school's performance, including the quality of teaching and learning, and other priorities, lacks sufficient rigour and accuracy. Senior leaders know how well the school is performing overall despite some elements of overly positive evaluation.

The satisfactory governing body supports the school in its work. Longstanding and newly elected members provide effective links with the local community. The school has an appropriate understanding of community cohesion and the local context. Leaders, managers and the governing body ensure that the school promotes safeguarding well and follows safer recruitment guidelines. Meticulous records are maintained and the school is quick to remedy any identified areas of concern. However, the governing body is not confident in offering robust challenge to school leaders. This restricts the potential rate of improvement across all areas of the school's work.

Adults promote equality of opportunity and tackle discrimination satisfactorily so that all groups of pupils make at least satisfactory progress. There is close attention to the views of parents, carers and pupils who are encouraged to complete regular surveys about many different aspects of school life, both academic and pastoral. Staff regularly encourage parents and carers to become more involved in their children's learning. Family Learning programmes are increasingly popular. Similarly, there are strong partnerships with other organisations that enhance the school's own provision. The school continues to provide satisfactory value for money.

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

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| 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 | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. Following concerted efforts by staff, leaders and external partners such as the local authority, the Early Years Foundation Stage has improved since the last inspection. Children make good progress by the end of Reception. This is particularly so in relation to their communication, language and literacy, and personal, social and emotional skills. In 2010, a far larger proportion of children achieved a good level of development. As a result, although outcomes were still below the national average, they were much closer to it. Following an audit of performance and practice, provision has been simplified and staff concentrate on a smaller number of key learning intentions during sessions. This helps them to provide more effective support and guidance to children in terms of their learning and development. Children have opportunities throughout the day to choose for themselves when to learn and play inside or outdoors.

Parents praise the care their children receive and also appreciate the sensitive induction process. Strong leadership of the Early Years Foundation Stage results in clear lines of communication between all members of the staff team. Adults have a good understanding of the requirements for children this age. Learning environments are well organised and resourced to meet children's individual needs well.

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

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 of the Early Years Foundation Stage | 2 |

Views of parents and carers

Approximately one third of parents and carers returned the inspection questionnaire. Their responses demonstrate how almost all parents and carers value the welcoming and safe school environment. This feedback reflects that gathered by the school from its own surveys. Typically, parents and carers comment that 'my child's well-being, education and life are much better here' and 'building friendship is a key part of the school'. Within the small number of negative comments received, there was no underlying pattern. In their questionnaire responses, a few parents and carers signalled concern over how the school deals with unacceptable behaviour. During the inspection, inspectors scrutinised the school procedures with regard to the management of behaviour. Discussions were also held with pupils. Inspectors' conclusions are contained in the body of this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Elmsall Carlton Junior and Infant 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 55 | 51 | 52 | 48 | 0 | 0 | 1 | 1 |
| The school keeps my child safe | 56 | 52 | 49 | 45 | 1 | 1 | 1 | 1 |
| My school informs me about my child's progress | 44 | 41 | 55 | 51 | 7 | 6 | 1 | 1 |
| My child is making enough progress at this school | 46 | 43 | 53 | 49 | 6 | 6 | 1 | 1 |
| The teaching is good at this school | 53 | 49 | 53 | 49 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 49 | 45 | 50 | 46 | 5 | 5 | 2 | 2 |
| The school helps my child to have a healthy lifestyle | 40 | 37 | 58 | 54 | 8 | 7 | 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) | 43 | 40 | 56 | 52 | 2 | 2 | 0 | 0 |
| The school meets my child's particular needs | 45 | 42 | 58 | 54 | 2 | 2 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 34 | 31 | 52 | 48 | 16 | 15 | 3 | 3 |
| The school takes account of my suggestions and concerns | 38 | 35 | 54 | 50 | 8 | 7 | 2 | 2 |
| The school is led and managed effectively | 40 | 37 | 53 | 49 | 11 | 10 | 2 | 2 |
| Overall, I am happy with my child's experience at this school | 55 | 51 | 49 | 45 | 2 | 2 | 1 | 1 |

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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 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 2009/10 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.



17 January 2011

Dear Pupils

Inspection of South Elmsall Carlton Junior and Infant School, Pontefract, WF9 2QQ

Thank you for your friendly welcome when we inspected your school recently. We appreciate the time you spent talking to us and showing us your work. We were particularly impressed by how much you enjoy school and by your good behaviour.

We judge that South Elmsall Carlton Junior and Infant School is a satisfactory school. The headteacher, staff and governing body do some things well but we have identified other things that need to improve. You reach higher standards now and learn and progress satisfactorily. All the adults take good care of you and know you all well. You told us that they keep you safe, make sure you are aware of hazards and that you know how to live healthily. You enjoy making a strong contribution to the local community as well as to the school which is good to see. The improved and more practical curriculum is encouraging more of you to take an increasing interest in your work and in making links in your learning. Children in the Early Years Foundation Stage get off to a good start in their schooling.

We have asked the adults to do a number of things to improve your school. Firstly, we want them to help to raise your attainment in English and mathematics. We also to improve the way they check how well all of you are performing. Lastly, we want the adults to ensure that attendance rates rise. You can help by making sure that you come to school as often as possible and carry on trying hard with all your work.

We send you our very best wishes for the future.

Yours sincerely

Mrs Jane Hughes
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.