

# Carlton Central Junior School

## Inspection report

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<b>Unique Reference Number</b>	122523
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359262
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Ruth McFarlane

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vivien Cooke
<b>Headteacher</b>	Julie Wardle
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Garden Avenue Nottingham NG4 1QT
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<b>Fax number</b>	0115 911 0403
<b>Email address</b>	office@carlton.notts.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 23 lessons or part lessons and 12 teachers or teaching assistants were seen. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed pupils' questionnaires and staff surveys and the 52 questionnaire responses received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

Whether teaching is consistently good enough throughout the school to meet the school's priorities, which are to improve attainment in mathematics and writing at the end of KS2 and increase the number of Level 5s in all core subjects.

- The impact on pupils' progress of mixed year group teaching in Years 3 and 4.
- How successfully the creative curriculum promotes pupils' progress in writing and meets the needs of boys.

## Information about the school

This is a small school compared to other schools of the same type. Most pupils are of White British heritage. A very small number of pupils come from a variety of minority ethnic groups and none is at an early stage of speaking English. An increasing, and well above average proportion of pupils have special educational needs and/or disabilities, mostly for moderate learning difficulties or behavioural, emotional or social difficulties. About half of these pupils joined the school later than the start of Year 3. A smaller than usual proportion of pupils has a statement of special educational needs. The school is involved in a four-year primary specialism pilot which started in 2007. This has a focus on physical education and sport, working in partnership with a national initiative and a local secondary school. The school has several awards including an Eco Schools award. It has achieved Gold Healthy Schools Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Carlton Central is a good school. It has improved in almost all aspects since the last inspection. As a result, pupils are well cared for, they feel secure and happy, they achieve well and their personal skills are well developed. Parents and carers are strongly positive in their views and many made warm comments praising the teaching and the care and support provided.

The presentation of the curriculum through creative themes has led to an improvement in pupils' enjoyment, attendance and attainment. Since the last inspection, Year 6 attainment in the national tests has risen sharply. Attainment is average overall. It is better in reading than in writing, and in mathematics it is above average. The previous gap between boys' and girls' attainment has narrowed. These improvements are strong evidence of the school's successful action in tackling its priorities. A detailed analysis of the performance data for different groups of pupils and a scrutiny of their work show they make good progress from their starting points at the school. Pupils who have moderate learning difficulties and other special educational needs and/or disabilities are making at least equivalent progress to their classmates because of the good teaching and support they receive. The number of pupils reaching the higher national curriculum level in 2010 increased substantially, and was the school's best ever performance all round, but especially in reading and mathematics rather than writing.

Teaching throughout the school is good, but teachers sometimes spend too long modelling writing tasks and stimulating discussion, reducing the time available for pupils to practise their writing skills. Although the overall impact of the new curriculum is constantly checked, analysis has not been undertaken to ensure that writing skills are fully and systematically developed across the curriculum. Teaching mixed groups of Years 3 and 4 pupils works well because teachers have a clear overview of each pupil's performance. This is as a result of significant improvements to the systems for tracking, assessing and analysing pupils' progress which are thoroughly embedded.

All leaders and managers have high expectations of what is achievable. Under very clear orchestration from the headteacher, they show strong determination and success in driving improvements. The school knows itself well. Priorities are accurately identified as a result of whole staff consultation. The governing body supports the school well. The school's good capacity for sustained improvement is demonstrated by the substantial progress since the last inspection, the success of the initiatives introduced and the strong, effective teamwork evident at all levels.

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

- Enable more pupils to achieve the higher national curriculum level in writing by increasing the proportion of time in lessons that pupils spend actively engaged in focused independent writing.
  - Identify how writing skills should develop through the curriculum to ensure maximum progress for every pupil.

## Outcomes for individuals and groups of pupils

2

Pupils enter the school in Year 3 with broadly average prior attainment overall although writing attainment is usually lower. They make good progress and achieve well, including those with moderate learning difficulties and other special educational needs. Those who enter the school after the usual starting point also make good progress, often from significantly lower starting points. Currently, the school has a small number of pupils from minority ethnic groups and they too make good progress and achieve well.

Pupils enjoy coming to school and they behave well because they are given work that interests and stimulates them and this contributes significantly to their good progress and achievement. During a mathematics lesson, Year 6 pupils worked cooperatively, determining the common properties of two-dimensional and three-dimensional shapes, confidently using terms such as perpendicular and isosceles. They listened to each other very carefully and showed considerable interest and perseverance as they worked out to which section of their Venn diagram each shape belonged. Everyone was involved and they helped and supported each other well. In a practical 'learning by doing' activity for pupils with special educational needs drawn from Years 3 and 4, their enthusiasm and their confident questioning led to improvements in understanding of what constitutes a healthy lifestyle, whilst they made sandwiches and fresh fruit 'smoothies'. Pupils are able to explain how to stay healthy and safe and are knowledgeable about how to protect the environment. This is recognised in the school's national awards.

Pupils make a strong contribution to the school and local community as well as the wider community through their charitable giving and links that are developing globally and nationally. Pupils and their parents and carers strongly believe that the school prepares them well for their future and this was confirmed by the inspection. Pupils have a well developed understanding, commensurate with their age, of a number of skills they will need to succeed in their working lives, such as how to manage money. The school council won a substantial budget from a major supermarket, the spending of which is the subject of much mature debate among all pupils. Pupils' show good spiritual, moral, social and cultural development. They listen, respect and value each other's opinions as well as helping and supporting each other.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

The school has carefully adapted the curriculum to make it challenging, relevant and exciting by making links between the different areas of learning. This has inspired teaching and the most successful lessons promote pupils' creativity, independence and self-awareness. For example, a teacher used an 'air raid warning' as stimulus for Year 6 pupils' creative writing. As a result the pupils were able to describe vividly their feelings as they reacted to it, using evocative language and demonstrating their understanding of literary devices such as simile. In many lessons, teachers use every opportunity to extend pupils' learning and move from group to group helping, clarifying and moving learning on at a brisk rate. However, literacy lessons are sometimes imbalanced. Too long is spent listening to the teacher and to each other, limiting time for pupils to write. When this happens, progress falters. Pupils find the targets they are given helpful because it helps them to gauge how well they are doing. Teachers' marking is good, praising success and clearly explaining how pupils' work could be improved.

An excellent range of additional activities enrich the curriculum, particularly in sport, often through participation within the school's pilot specialism link with other providers. However, the curriculum does not identify where pupils can or should promote their writing skills through the themed learning to ensure they make the best possible progress. The school takes good care of pupils. There are good partnerships with outside agencies to reach additional support when it is needed. Skilled teaching assistants make a good

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contribution to the learning of pupils who need extra help with their work. Initiatives such as the sports-related reward system and the before- and after-school activities, targeting previously poor attenders, have made a significant impact on attendance rates which are now average.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leadership and management have had a strong impact on learning since the last inspection. All those with management responsibilities work cohesively together to ensure ambition within the school and drive it forward successfully. Adults have a clear understanding of what the school does well. Managers at all levels are effective in monitoring the progress of pupils within their areas of responsibility. Teaching and learning are regularly monitored and careful self-evaluation has led to the accurate identification of key areas for improvement.

A wide range of partnerships has developed well. The sports specialism partnership with a local comprehensive school has been of significant benefit to pupil's enthusiasm for school and their awareness of healthy lifestyles. Governors ensure that safeguarding procedures are of good quality and that all statutory requirements, including child protection and risk assessment, are regularly reviewed, their implementation checked, and approved. Their work shows they have considerable expertise at financial management and are fully involved in setting school priorities. Governors hold the school to account for pupils' attainment. They have rightly and successfully focused on pupils' attainment and progress, and are now ready to broaden their impact. The contribution the school makes to community cohesion is good. A clear plan is in place for promoting pupils' understanding from local, national and global perspectives. As a result, pupils' knowledge and understanding of these communities are developing well. The school is active and effective in tackling discrimination and promotes equality of opportunity well. For example, work to reduce the gap between the performance of boys and girls has been successful.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parents and carers who responded to the questionnaire all believe their children enjoy school, are kept safe and are helped to be healthy. All feel teaching at the school is good and the school is well led and managed. They were strongly positive about the friendly atmosphere and the care given to pupils. A very few parents and carers expressed concerns, of no particular pattern, but these were raised, anonymously, with the school. Inspectors judged related aspects as good.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carlton Central Junior 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 172 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	56	23	44	0	0	0	0
The school keeps my child safe	34	65	18	35	0	0	0	0
My school informs me about my child's progress	28	54	23	44	1	2	0	0
My child is making enough progress at this school	26	50	23	44	3	6	0	0
The teaching is good at this school	28	54	24	46	0	0	0	0
The school helps me to support my child's learning	24	46	27	52	1	2	0	0
The school helps my child to have a healthy lifestyle	27	52	25	48	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	46	28	54	0	0	0	0
The school meets my child's particular needs	26	50	22	42	3	6	0	0
The school deals effectively with unacceptable behaviour	28	54	23	44	1	2	0	0
The school takes account of my suggestions and concerns	23	44	27	52	2	4	0	0
The school is led and managed effectively	29	56	23	44	0	0	0	0
Overall, I am happy with my child's experience at this school	35	67	17	33	0	0	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 November 2010

Dear Pupils

**Inspection of Carlton Central Junior School, Nottingham, NG4 1QT**

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were pleased to hear that you like your school very much. Almost all your parents and carers who responded to their questionnaire are happy with the school too.

Yours is a good school where everyone is doing a good job: pupils, governors, teachers, and all the adults. This means that there are lots of things that go well. You behave well, and help and support each other in all that you do. This means that your teachers can get on with teaching you new things and are not distracted by any misbehaviour. By the time you leave, most of you are doing as well as other children of your age in the country in writing, and in reading and mathematics many of you are doing better.

You also told us that you find your lessons interesting and usually challenging. We are asking your teachers to give you opportunities to work independently for a bit longer in each lesson, especially in writing, so that you can make even faster progress.

Those teachers with responsibility for looking after each subject work successfully together to help you learn many of the skills you need for the future. We have asked them to check to make sure you build up your writing skills as fast as you can, to make your writing is as good as your other skills.

Each of you can play your part in making the school even better by continuing to work hard to meet the targets teachers set you.

Yours sincerely

Ruth McFarlane

Lead inspector

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