

# Carr Green Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107500
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	377583
<b>Inspection dates</b>	8–9 December 2011
<b>Reporting inspector</b>	Stephen Wall

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	362
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	George Gamble
<b>Headteacher</b>	Lesley Bowyer
<b>Date of previous school inspection</b>	12 February 2007
<b>School address</b>	Carr Green Lane Rastrick Brighouse HD6 3LT
<b>Telephone number</b>	01484 715969
<b>Fax number</b>	01484 380045
<b>Email address</b>	head@carrgreen.calderdale.sch.uk

---

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 rates 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](mailto:enquiries@ofsted.gov.uk)

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

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



© Crown copyright 2011

---

## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons taught by fourteen teachers were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans, updates of pupils' progress, and documentation pertaining to safeguarding. Questionnaires returned by 161 parents and carers were analysed along with questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It analysed the starting points of children joining the Early Years Foundation Stage and their progress as they move up through the school.
- It looked closely at the quality of teaching and its impact on learning and progress for different groups of pupils, especially those pupils who may be vulnerable and pupils with special educational needs and/or disabilities.
- It considered how effectively the school uses assessment to support pupils' learning and progress.
- It considered how effectively leaders and managers at all levels, including the governing body, evaluate the effectiveness of the school and use their evaluation to drive improvement.

## Information about the school

This is a larger than average size primary school in which the proportion of pupils known to be eligible for free school meals is lower than that found nationally. The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is much lower than that found nationally. The proportion of pupils with special educational needs and/or disabilities is lower than average, as is the proportion of pupils who have a statement of special educational needs. The school has Healthy School status and has gained the Yorkshire Agricultural Society Conservation School of the Year award.

**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?**

**1**

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

**2**

### Main findings

This is an outstanding school. It provides excellent value for money. Pupils thoroughly enjoy coming to school. Their attendance is exceptionally high. The outstanding curriculum fuels pupils' enthusiasm for learning because it provides them with an array of memorable and meaningful experiences. Excellent engagement with parents and carers results in them holding the school in very high esteem. 'Carr Green is a school I am proud to send my children to' and 'Staff are always welcoming and the school is a wonderful environment to learn in', are typical comments.

The outstanding Early Years Foundation Stage gets children off to a flying start. Attainment on entry to the Early Years Foundation Stage varies considerably. It has declined somewhat in recent years and is now generally below age-related expectations where previously it has been broadly in line or occasionally above expected levels. Pupils achieve outstandingly well. By the end of Key Stage 2 attainment is consistently high. Pupils make good progress overall from their starting points because teaching is good. However, lower attaining pupils and those with special educational needs and/or disabilities, make outstanding progress because of the excellent care, guidance and support they receive.

Pupils feel exceptionally safe in school because procedures for safeguarding are outstanding. Pupils' behaviour is exemplary. They are confident and exceptionally polite. This and their high levels of attainment mean that they are outstandingly well-prepared for future success. The school is very highly regarded in the local community because pupils are so active in supporting local initiatives and because pupils are outstanding ambassadors for the school. Pupils' adoption of healthy lifestyles is outstanding as is their spiritual, moral, social and cultural development.

Good teaching enables pupils to make good progress. It is well-planned with a good focus on learning. However, opportunities for pupils to be actively involved in their own learning are often limited because teachers control lessons too tightly; this slows progress. Some teaching is outstanding. It enables pupils to make outstanding progress. However, the school is not yet modelling this best practice effectively enough to increase the proportion of teaching that is outstanding. Pupils enjoy learning but they are not always clear about how well they are doing and what they need to do to reach challenging targets. Recent amendments to assessment procedures are tackling this but are at too early a stage to have full impact.

Leaders and managers are driving the school strongly forward. They use the outcomes of accurate self-evaluation to tackle weaknesses effectively. Partnerships are used outstandingly well to support pupils' learning and enjoyment. Outstanding equality of opportunity is promoted, as is community cohesion. The governing body provides good support and is improving its readiness and ability to challenge and hold the school more rigorously to account. The school has improved since the previous inspection in several key aspects and this demonstrates its good capacity to continue improving.

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

- Accelerate pupils' learning and progress even faster by:
  - making sure that teaching provides pupils with more opportunities to be actively involved in their own learning
  - sharing and modelling existing best practice in teaching across the school to make the majority of teaching outstanding
  - embedding the recently introduced assessment initiatives so that pupils are clearer about their targets and about what they need to do to achieve them.

## Outcomes for individuals and groups of pupils

1
---

In lessons, pupils are industrious and keen to do their best. They have very positive attitudes to school and learning. Pupils are keen to volunteer answers. When given the opportunity, they enjoy working in pairs and in groups where they listen attentively to others and contribute their ideas sensibly. Pupils' conscientious work and positive attitudes lead to high attainment and achievement that is outstanding. Pupils make good progress overall from their starting points because the majority of teaching is good. When teaching is outstanding pupils make very rapid progress. For example, in one outstanding lesson on the theme of evacuees in the Second World War, highly effective use of visual stimuli, information and communication technology (ICT), role play, astute questioning and tremendous pace led to pupils producing creative writing of outstanding quality. Lower attaining pupils, those who may be potentially vulnerable and pupils with special educational needs and/or disabilities make outstanding progress because of the outstanding care and support they receive.

Pupils' behaviour is outstanding both in lessons and around the school. Pupils say how very safe they feel and that there is always an adult to turn to when necessary. Pupils' adoption of healthy lifestyles is excellent. They tend the school's brood of chickens and cultivate the vegetable gardens with pride and dedication. They use the produce in cooking classes in their own pupils' kitchen. The annual school 'masterchef' competition showcases pupils' strong understanding of healthy cooking and eating. Pupils enjoy taking on a wide range of responsibilities in school by becoming, for example, members of the 'school squad' and school councillors. Afternoon tea with the headteacher gives pupils the chance to air their opinions and provides leaders and managers with valuable feedback on pupils' views. Pupils'

outstanding spiritual, moral, social and cultural development is seen in their excellent grasp of right and wrong, their respect for each other and the adults working with them, and their deep knowledge and appreciation of other cultures and religions.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers prepare lessons meticulously. They know the needs of individuals and different groups of pupils and match the difficulty of tasks appropriately to pupils' needs. Relationships between adults and pupils in classrooms are exceptionally strong and respectful. As a result, behaviour is excellent. Pupils obviously enjoy learning. However, in some lessons, pupils are not given enough freedom to pursue their own ideas and find things out for themselves. The very best teaching provides pupils with a wealth of exciting activities and bowls along at a very fast pace. Pupils are encouraged to find things out for themselves and enjoy sharing their findings confidently in front of their classmates. A team of able teaching assistants is used very effectively to support lower-attaining pupils, those who may be vulnerable and pupils with special educational needs and/or disabilities with the result that these pupils are fully included and make excellent progress. Teachers mark pupils' written work regularly. Their comments are of good quality in highlighting specific weaknesses and suggesting ways to improve on particular points. However, pupils are not always clear about how well they are doing overall, and what they need to do over time to reach challenging targets. The school is starting to introduce new procedures to improve this.

The curriculum provides pupils with a wealth of memorable experiences. It is broad and constantly up-dated to make sure it meets pupils' needs. The curriculum has developed an exciting topic-based approach in which pupils' views are central to planning. Topics make a valuable contribution to pupils' good progress and high attainment in literacy, numeracy and ICT. The curriculum is exceptionally innovative in many ways. For example, Lily the reading dog comes into school every week to 'listen' to pupils read, especially pupils who are reluctant or self-conscious readers. Assessment data show the deep impact this is having on raising attainment in

<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

reading. 'I love reading to Lily. I can read to her when I can't read to grown-ups. She's a really good listener', is a typical comment.

Outstanding care, guidance and support ensure that pupils feel exceptionally safe in school. Pupils who may be potentially vulnerable and their families receive excellent support from the highly effective learning mentor so that they are fully included in the life of the school and make, in most cases, outstanding progress. Transition arrangements into the Early Years Foundation Stage ensure that children settle very quickly into school life. Pupils moving on to high school are exceptionally well-prepared for the move because of the outstanding partnerships that have been forged.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Strong teamwork across the school ensures that the sharp focus on improvement provided by the headteacher and other leaders and managers is at the forefront of the school's work. Accurate evaluation of the school's effectiveness leads to high-quality planning for the future with a sharp focus on tackling relative weaknesses. Teaching and learning are monitored regularly. Leaders and managers accept the need to raise the quality of this aspect of the school's work further so that more is outstanding. The governing body is supportive and knowledgeable. It is becoming more influential in holding the school rigorously to account by asking the necessary questions. Outstanding partnership activities with other education providers, especially the local high school and local primary schools, extend teachers' expertise and widen the resources available to support pupils' learning. A host of parents and carers volunteer to help in the school. 'We are made so very welcome in school. I love coming in to help in any way I can. I really feel part of something worthwhile', is a typical comment.

The outstanding progress made by pupils who may be vulnerable and those with special educational needs and/or disabilities is testament to the school's outstanding success in promoting equality of opportunity. Discrimination of any kind is unheard of and unthinkable in this exceptionally harmonious school community.

Safeguarding is given the highest priority. The school adopts best practice in relation to all its procedures and policies. The promotion of how to stay safe when using the internet is exemplary, especially in opening parents' and carers' eyes to the potential dangers of computer use at home.

The school has a clear action plan to promote community cohesion and evaluates the impact of its actions effectively. The school itself is an exceptionally harmonious community. Pupils are also very active in their local community where their efforts

are much appreciated and praised. Visits and visitors introduce pupils to other cultures and help them appreciate diversity. Working together with another primary school with a much greater proportion of pupils from ethnic minorities gives pupils first-hand experience and appreciation of diversity.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make outstanding progress and achieve outstandingly well in the Early Years Foundation Stage because the excellent provision meets children's learning needs exceptionally well. Children play and learn happily together in a very harmonious atmosphere where every child, regardless of ability or background, is valued equally. Overall, children join the Early Years Foundation Stage with skills below those normally expected, especially in communication and language development and in number skills. The Early Years Foundation Stage provides children with a rock solid foundation for future success. Children work and play in a highly welcoming and stimulating environment both indoors and outside. Teaching is highly enthusiastic, knowledgeable and supportive. Children's progress is checked on effectively and is used to plan activities to match individual children's needs closely. Children are exceedingly happy and obviously enjoy their learning in the safe and nurturing environment.

Parents and carers are kept exceptionally well-informed of their children's progress. There are excellent and detailed arrangements to ensure children settle quickly and smoothly into their new surroundings. Where necessary, effective use of outside agencies provides support for children with special educational needs and/or disabilities. Outstanding leadership and management of the Early Years Foundation Stage provide a very clear vision for future success, an outstandingly strong sense of purpose for its work and an excellent balance of teacher-led and child-initiated activities to stimulate and engage children in work and play.



*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

**Views of parents and carers**

There was a well above average rate of return of completed questionnaires. The questionnaires show that almost all parents and carers are very supportive of and pleased with the education the school provides for their children. A few parents and carers were concerned about the progress their children are making. Inspectors looked carefully at the quality of pupils’ progress and learning, and judged it to be good. The issues for further improvement in the body of the report make clear what the school needs to do to accelerate progress at an even faster pace.

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

Ofsted invited all the registered parents and carers of pupils registered at Carr Green Primary 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 161 completed questionnaires by the end of the on-site inspection. In total, there are 362 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	119	74	41	25	1	1	0	0
The school keeps my child safe	130	81	30	19	0	0	0	0
The school informs me about my child's progress	93	58	66	41	2	1	0	0
My child is making enough progress at this school	95	59	62	39	2	1	2	1
The teaching is good at this school	100	62	58	36	1	1	0	0
The school helps me to support my child's learning	95	59	61	38	3	2	0	0
The school helps my child to have a healthy lifestyle	85	53	72	45	1	1	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)	81	50	71	44	1	1	0	0
The school meets my child's particular needs	92	57	66	41	2	1	0	0
The school deals effectively with unacceptable behaviour	83	52	74	46	1	1	0	0
The school takes account of my suggestions and concerns	78	48	78	48	2	1	0	0
The school is led and managed effectively	120	75	40	25	0	0	0	0
Overall, I am happy with my child's experience at this school	125	78	35	22	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><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.**



12 December 2011

Dear Pupils

**Inspection of Carr Green Primary School, Brighouse HD6 3LT**

Thank you for your warm welcome during the recent inspection of your school. It was a pleasure to meet you and to talk with many of you.

You go to an outstanding school. You are obviously very proud of your school and enjoy it very much. Your parents and carers are also delighted with the education it provides for you. It was a pleasure to see how well you all get on together and with the adults working with you. Your school takes excellent care of you and provides you with so many wonderful things to make being at school so enjoyable. We were struck by how polite you are and how very well you behave – well done! It was also very good to see how nearly all of you attend school regularly – keep this up!

You achieve outstandingly well in your studies and make good progress because of the good teaching you receive. In order to help you make even better progress, I am asking your school to do the following things:

- make sure that you get more opportunities in lessons to be more actively involved in finding things out for yourselves
- use the very best teaching in the school as a model to make more teaching outstanding
- and make sure that you are clearer about what your targets are and how to achieve them.

I am confident that you will continue to work hard to help your school go from strength to strength and I wish you all the very best for the future.

Yours sincerely,

Stephen Wall  
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](http://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](mailto:enquiries@ofsted.gov.uk).