

# Carlinghow Princess Royal Junior, Infant and Nursery School

Ealand Road, Carlinghow, Batley, WF17 8HT

**Inspection dates** 16–17 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils make no better than adequate progress in mathematics and standards are below average by time they leave Year 6.
- In several lessons in both Key Stages 1 and 2, teachers do not set high enough expectations for pupils to achieve. They miss chances to adjust their teaching to extend pupils' learning further and this hinders the best progress in English and mathematics.
- Although teachers are conscientious in marking regularly, the comments are not often precise enough to help pupils improve their own work effectively.
- The plans to move the school forward do not provide specific and clear enough guidance to bring about the best rate of improvement in all aspects of the school's work.
- The governing body does not ask challenging enough questions about the quality of teaching and learning because specific steps to do this are not clearly defined.

### The school has the following strengths

- Pupils' writing skills, especially those of boys, have improved well since the last inspection and standards are now close to average.
- Children make a good start to their learning in the Early Years Foundation Stage.
- Pupils behave well. They feel valued and respected.
- The school provides imaginative learning activities, such as Forest School, and a good range of visits and visitors. These contribute well to all groups of pupils' positive attitudes and enjoyment of school.

## Information about this inspection

- Inspectors observed 17 lessons, including two joint observations with the headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair of the Governing Body, a representative of the local authority, an education consultant employed by the school, and members of staff including senior and middle leaders. Inspectors also heard pupils read from both Key Stages 1 and 2.
- Inspectors took account of three responses to the online questionnaire (Parent View) and outcomes from the school’s consultations with parents. Inspectors also talked to several parents at the start of the school day.
- Inspectors observed the school’s work and looked at a range of documents, including data on pupils’ current and previous progress, the school development plan, performance management documentation and records relating to pupils’ behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Kirsty Haw	Additional Inspector
Jane Alexander	Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium, which is additional government funding allocated to the school, is well above average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also well above average.
- The large majority of pupils are from White British backgrounds.
- A small, but increasing, proportion of pupils speak English as an additional language.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Until 31 August 2012 the school had a resource unit to provide support for up to 16 pupils with complex needs. The unit has closed as part of local authority re-organisation, although the pupils are still in the school's care.

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

- Improve pupils' achievement, particularly in mathematics by:
  - providing regular opportunities for pupils to improve their mental calculation skills
  - increasing opportunities for pupils to independently use and apply the mathematical skills they have learned
  - use marking and feedback to precisely identify next steps in pupils' learning and ensure they achieve them.
- Improve the quality of teaching to consistently good or better by:
  - ensuring the purpose of the lesson is clear to pupils so they know what they are aiming for and how they can achieve well
  - closely observing pupils' progress during lessons and adjusting teaching to boost individual pupil's progress
  - make full use of the accurate diagnosis of pupils' progress to set high expectations for pupils of all abilities.
- Improve leadership overall by:
  - ensuring the school development plan contains precise and accurate steps to achieve challenging targets and ensure that all leaders and managers have a clear role in achieving this
  - improve the governing body's challenge to the school's leaders by it having a more specific role in monitoring and evaluating action in the school development plan.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start the Early Years Foundation Stage with skills that are generally below those normally expected for their age. They are particularly low for communication, language and literacy and knowledge and understanding of the world. They make good progress from these starting points and leave well prepared for entering Year 1. They systematically develop early reading, writing and numeracy skills through stimulating activities which provide the right level of challenge for their ability. Progress is more consistently good at this stage than through the rest of the school.
- Pupils' achievement through the rest of the school requires improvement. This is because in several lessons their progress is only adequate and particularly so in mathematics where achievement is below average. Although there have been some good improvements in pupils' reading and writing skills, this is not yet consistently good.
- Pupils' progress in mathematics is inconsistent and rarely better than adequate. Standards are below average by Year 6 as they were at the time of the last inspection. This is because pupils' mental calculation skills are not yet good enough to enable them to use these skills independently to solve problems.
- Pupils' progress in reading has improved well since the last inspection to the end of Year 2 and standards are average. Achievement in reading has recently improved through Years 3 to 6 and standards are now broadly average. Pupils enjoy reading. Pupils' skills in tackling unfamiliar words, by matching letters to their sounds, are generally good. However, their vocabulary and ability to understand the intricacies of the text are not as consistently well developed.
- Pupils' writing skills have also improved since the last inspection. The school has had a particularly effective focus on boys' writing overall. Pupils write for a wide range of reasons because of good links between different subjects. Spelling is a weaker element of pupils' work and is not always addressed when teachers mark pupils' work in different subjects.
- There has been a rise in the proportion of more-able pupils reaching higher standards in reading and writing by the end of Year 2. By Year 6, fewer than average pupils achieve higher levels, especially in mathematics.
- Disabled pupils and those with special educational needs make at least adequate progress and sometimes good progress from their starting points. The teachers, with support from experienced teaching assistants, structure work well to boost pupils' basic skills. This enables pupils to participate in the full range of subjects.
- Pupils who speak English as an additional language make good progress in the initial stages of reading, writing and speaking because of the school's strategic planning for this. Consequently, their achievement is similar to their peers over time.

### The quality of teaching

### requires improvement

- The quality of teaching is consistently good in the Early Years Foundation Stage. Staff make good use of the accurate measures of children's progress to plan stimulating, challenging activities indoors and out.
- Whilst there is good and occasionally better teaching through the rest of the school, there are too many lessons which are only adequate. As a result, pupils do not always make the best progress they are capable of, especially in mathematics.
- A significant strength in all lessons is the good management of pupils' behaviour and the calm and friendly ethos. As a result, all groups of pupils, including disabled pupils and those with special educational needs, feel included and enjoy their learning.
- In too many lessons, however, pupils do not have a clear enough understanding of what

teachers expect of them and, therefore, what they need to do to improve. In such lessons, teachers do not check on pupils' progress nor do they step in, in order to help them move on. Sometimes teachers do not make good enough use of their knowledge of pupils' previous achievement to set work which is challenging enough for them or to provide less-able pupils with all the guidance they need to achieve well. Some opportunities are missed to develop pupils' mental calculation skills in mathematic lessons.

- The best lessons involve pupils from the start in contributing to and participating in lively and motivating activities. Teachers make good use of modern technology, such as interactive white boards, and a wide range of attractive resources to sustain pupils' interest and keep them on their toes. In these lessons, teachers ask pupils regularly to give their views on how well they understand their work and using this information as a springboard for staff to help pupils move on to increasingly challenging work.
- A good improvement since the last inspection is that teachers do not spend too long talking to pupils at the start or end of lessons. All classrooms are attractive learning environments with well-displayed examples of pupils' work and useful material, such as vocabulary lists, for pupils to refer to in lessons. The structured teaching of reading and the use of resources, which appeal to both boys and girls, have contributed well to improvements made.
- Teaching assistants are generally deployed well. They are particularly skilled in providing support to disabled pupils and those with special educational needs. They often intervene well when pupils of different abilities struggle with their work.
- Teachers' mark work and provide regular positive feedback to pupils. However, they too often describe what the pupil has learned rather than make incisive comments to help them to further improve their work.

### **The behaviour and safety of pupils are good**

- Pupils behave well and feel safe. Sometimes behaviour is exemplary in lessons. They are eager to please and take a pride in their work. This is reflected in their good standards of presentation.
- Pupils are considerate towards others. They play and work well together. They have many opportunities for team games and sporting activities making a strong contribution to their good personal and social skills.
- Pupils contribute to making and maintaining school rules and help to promote other pupils' good attitudes through their roles as school councillors.
- The learning mentor works closely with parents to support those pupils with emotional and social difficulties and to promote regular attendance. Consequently, parents and pupils have respect for others and poor behaviour is very rare.
- Pupils have a good understanding of different types of bullying, including cyber-bullying, and say very little goes on.
- They respond well to strong moral and social guidance through lessons and assemblies. Consequently, even when lessons are occasionally not exciting or interesting enough pupils rarely misbehave.

### **The leadership and management requires improvement**

- The headteacher leads the school with energy and commitment. The school has largely focused on the issues raised at the last inspection and as a result, has made steady and some positive improvements to pupils' achievement in reading and writing.
- The school has received generally light touch support from the local authority. The school has employed its own consultant to help to support their analysis of teaching and learning. However, some of the conclusions drawn, by the school and local authority, from the analysis of assessment data has been too positive. This has contributed to the school's self-evaluation being more positive than inspection found.

- The school identifies appropriate priorities for improvements. However, the actions planned in the school development plan are not detailed or specific enough to ensure the best rate of improvement. Several activities, such as the evaluation of previous school actions, are not systematically recorded. A consequence of this is that the good procedures for mentoring, coaching and supporting teachers do not have as much impact as they could.
- The school has developed the role of middle leaders through investment in training and wider opportunities for them to evaluate their subjects. However, changes in senior and middle leadership, largely through promotion, have limited progress in improving mathematics and in securing the best quality of teaching. Staffing is, however, much more stable now than at the time of the last inspection.
- The leadership of the Early Years Foundation Stage is good. The manager sets high expectations and sets a good example in teaching and the use of assessment for other staff to follow.
- The school makes learning exciting and memorable through the different subjects and the links between them. It promotes a good understanding of diversity through community projects and global issues. As a result, pupils' spiritual, moral, social and cultural development is promoted well and good links exist between subjects such as art and design, history and geography. This has had a particularly positive impact on boys' achievement and the inclusion of disabled pupils and those with special educational needs.
- The management of teachers' individual performance is increasingly linked to the progress pupils' make and the headteacher ensures that staff are only rewarded where pupils make good progress.
- The school benefits from close partnerships with other schools. This has made a good contribution to improving, for instance, in assessment procedures and other training opportunities. The school has taken a leading role in several areas, such as the development of the Early Years Foundation Stage.
- The school works closely with parents from the start of their children's education. Training opportunities for parents and links with the local children's centre contribute to the good start children make to their learning.
- The procedures for keeping the pupils safe are robust and meet the current requirements.
- **The governance of the school:**
  - The school works closely with the governing body through, for example, the strategic planning committee, and governors are not reticent to ask questions which challenge the school. However, its precise role in evaluating the impact of the school's actions on the quality of teaching and learning is not clearly enough identified and the information governors receive is too broad. Consequently, they do not drill down deep enough to ensure that teaching and learning is the best it can be. The Chair of the Governing Body has identified ways there can be a closer link with middle and subject leaders to address this.
  - The governing body is well organised and has played a key role in ensuring resources and finances are matched to the school's priorities. It ensures that pupil premium funding is used to improve achievement through reducing class sizes and providing additional support to help accelerate learning for these pupils. They also make use of this funding to broaden pupils' experiences of life through visits and visitors to the school. This has contributed well to improving pupils' attainment in writing.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

**School details**

<b>Unique reference number</b>	107636
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	400926

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>	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Broadhead
<b>Headteacher</b>	Christine Jones
<b>Date of previous school inspection</b>	10 February 2010
<b>Telephone number</b>	01924 326371
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