

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566 937
Direct F 01695 729320
Direct email:
jsimmons@cfbt.com



19 December 2012

Mrs Barbara Fretwell
Deputy Headteacher
Carlinghow Princess Royal Junior Infant and Nursery School
Ealand Road
Batley
West Yorkshire
WF17 8HT

Dear Mrs Fretwell

Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Carlinghow Princess Royal Junior, Infant and Nursery School

Following my visit to your school on 18 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the deputy headteacher, assistant headteacher, subject leaders for mathematics, three governors, including the Chair and vice-chair of the Governing Body, the headteacher of a local linked-school and two representatives from the local authority. The school's improvement plans and supporting documents were evaluated.

Context

The headteacher has been absent from the school since November 2012. The school is currently led by the deputy headteacher and the assistant headteacher, with support from the headteacher of a local linked-school.

Main findings

Senior leaders and governors have taken swift action in addressing the key areas for improvement identified at the previous inspection. The school's post-Ofsted action plan is clearly focused on improving the performance of staff and pupils; proposed actions and personnel responsible are indicated, and timescales for review are outlined. Senior leaders recognise, however, that the plan does not fully set out precisely what the school's measurable expectations are to indicate regular ongoing success. Although senior leaders' responsibilities for improvement are clear, the accountability of middle leaders for securing improvement is also less explicit.

Actions taken by leaders, to date, include regular scrutiny of lesson planning and pupils' workbooks, with a focus on mathematics, formal and informal lesson observations by senior leaders and mathematics leaders, a review of lesson planning and the school's marking policy to secure greater consistency between key stages and subjects, and the introduction of a new assessment system to ensure a better analysis of pupils' achievement in mathematics across the school.

The governing body has acted quickly to review its committee structure. Linked roles between governors and subject leaders have also been introduced; an initial meeting between mathematics leaders and the linked governor has already taken place. The Chair of the Governing Body has worked effectively in liaison with the local authority to fully support the work of the current senior leadership team.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- ensure that within one school improvement plan, focusing on all key areas, the impact of the school's work can be regularly and easily measured so that leaders and governors can rigorously monitor the ongoing success of all actions taken
- ensure that subject leaders play a full part in monitoring and evaluating the school's improvement work.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority has continued to provide regular support and advice to the school, notably through the work of the school improvement officer and also consultant support in mathematics. School leaders have also benefited from working with the headteacher of a local linked-school. The governing body has valued the provision and training available from the local authority's school governor service.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services in Kirklees.

Yours sincerely

Angela Headon
Her Majesty's Inspector