

# Carlton Road Academy

Carlton Road, Boston, PE21 8QX

**Inspection dates** 17–18 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b> <b>1</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school

- The executive headteacher and the academy headteacher provide outstanding leadership.
- Subject and other leaders provide excellent support and advice to staff on assessment and on the new curriculum.
- Governance, through the Board of Directors and through the local academy governing body, is outstanding.
- Behaviour is exemplary in lessons and also around school. Pupils are courteous and polite, and show respect for adults and for each other.
- The curriculum is well planned and excites the pupils, who then enjoy their work and achieve exceptionally well.
- A wide range of activities that promote outstanding spiritual, moral, social and cultural development are built into the curriculum.
- The learning environment is welcoming, attractive and stimulating. It supports learning exceedingly well.
- Attendance has improved significantly as a result of the more rigorous checks on absences.
- Academy leaders are diligent and rigorous in monitoring the quality of teaching and learning.
- The quality of teaching has improved over time and is now outstanding in the majority of classes and is consistently good in the others.
- Academy leaders and teachers check regularly on the attainment and progress of all the pupils and make sure that all are making good or outstanding progress.
- Attainment, which is very low on entry, is above national averages by the time the pupils leave at the end of Year 6.
- Pupils' progress is outstanding, with the percentages achieving better than expected progress in reading, writing and mathematics being double the national average.
- Support staff have been trained well. Consequently, they provide excellent support for vulnerable pupils and make sure that these pupils also make outstanding progress.

## Information about this inspection

- The inspectors observed 24 lessons or parts of lessons. They also observed pupils working in smaller groups. Three of the lessons were observed jointly with the head of the academy.
- The inspectors also heard pupils read and checked their reading records.
- Meetings were held with the senior leaders, middle leaders and other members of the teaching staff.
- A meeting was held with the Chair of the academy’s Board of Directors and a member of the academy’s governing body.
- A telephone conversation took place with the school’s previous local authority adviser who still works with the school in an advisory capacity.
- Many discussions took place with pupils both formally in three groups and informally in lessons and on the play areas.
- The inspectors took account of the views of 20 parents from the online questionnaire (Parent View) and conversations were held with many of the parents at the start and end of the school day. The inspectors also analysed the 38 questionnaires completed by staff.
- The inspectors observed the academy’s work and looked at a number of documents, including the academy’s own data on pupils’ recent and current progress; planning and monitoring documentation; reports on the quality of teaching over time; records relating to behaviour and attendance; the academy’s improvement plan; documents relating to safeguarding and the minutes of various meetings, including those of the governing bodies.

## Inspection team

Nigel Grimshaw, Lead inspector	Additional inspector
Julie Dent	Additional inspector
Lynn Stanbridge	Additional inspector

## Full report

### Information about this school

- This academy is larger than the average-sized primary school.
- It is part of a multi-academy trust (The Boston Witham Academies Federation) and converted to an academy on 1 September 2012. When its predecessor school, Carlton Road Primary and Nursery School, was last inspected by Ofsted in May 2010, it was judged to be good.
- Less than half the pupils are from White British backgrounds. The majority of the school population are from ethnic minority backgrounds, mainly from Eastern Europe, and this number has increased in the time since the academy was formed.
- Almost two-thirds of the pupils speak English as an additional language. This proportion is much higher than the national average.
- The percentage of pupils arriving at the school and leaving the school during the school year is well above average. Almost all of these pupils arrive speaking little or no English.
- The proportion of pupils supported through a statement of special educational needs or the new education, health and care plan is well above the national average.
- The proportion of pupils eligible for the pupil premium is above the national average. This is additional funding provided to schools for children in the care of the local authority and those pupils known to be eligible for free school meals.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The academy's local governors manage a daily breakfast club.
- The academy has plans to further develop the school site. In particular, an extensive renovation of the outdoor learning area for the Early Years Foundation Stage is scheduled to start in October 2014.

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

- Increase the focus on punctuation and spelling in writing at Key Stage 1 so that attainment is in line with that for reading and mathematics.

## Inspection judgements

### The leadership and management is outstanding

- The executive headteacher and the academy headteacher provide outstanding leadership. They have the respect of the staff and have created a very strong sense of teamwork across the whole academy. They have given very careful and strategic thought to staff appointments to address the needs of the school. New sports coaches are having an impact on the development of physical education and games. Additional appointments of male teaching assistants are providing good role models for the pupils. The employment of four support staff who speak a range of home languages has been hugely successful in settling new children into the school and in providing support for new families. Additional teachers to support smaller groups in certain year groups have been used effectively to raise standards.
- The rigorous programme of checking on classroom practice and a comprehensive programme of professional development for staff at all levels have raised the quality of teaching to an outstanding level. This has been central to the rapid and sustained improvements in the standards and progress achieved by the pupils.
- There are regular checks on the attainment and progress of the pupils and on the quality of work in their books. Any pupils who may be slipping behind are identified quickly and, through discussions with staff, are given support and guidance to accelerate their progress.
- Academy leaders have used the pupil premium funding to establish opportunities for small-group work, provide additional well-trained staff, provision for holiday schools and the support of a speech and language therapy worker. The pupils eligible for the funding now outperform their peers, and so the use of the funding has been a clear success.
- The academy leaders have given full consideration to the new assessment approaches nationally and have already introduced a programme of assessing and recording that meets the guidance provided.
- Subject and other leaders have provided strong support to the senior leaders and governors in the development of a broad and balanced curriculum. Careful thought has been given to the way that different subjects can link together in theme work to provide an enjoyable and meaningful programme of learning for the pupils. The pupils unanimously say that they enjoy their work in school. As one child said, 'I can't wait to get to school in the morning.' The work in classes is well supported by an excellent range of extra-curricular activities and clubs beyond the school day and is enriched by a substantial number of visits to places of interest for all age groups.
- The promotion of spiritual, moral, social and cultural development has been woven seamlessly into the work of the academy. The annual multi-faith days are a success. Class debates promote the importance of democracy and build pupils' confidence levels. There is an elected academy council that has regular opportunities to express views about school improvements. There are links with the town council and pupils have visited the Houses of Parliament. The high level of harmony within the school illustrates the tolerance and respect pupils show to each other.
- Academy leaders have a clear view of the priorities for the school and a comprehensive development plan that addresses these. The rapid improvements in pupils' results and progress at Key Stage 1, and the improvements to the school learning environment, demonstrate the capacity to bring about further improvement.
- Links with parents are a strength of the school and the parents are overwhelmingly positive in their support for the school. The school works to involve parents in the life of the school through subject workshops, family support, and a willingness to see parents at any time. As one parent said, 'The staff are brilliant. They are very approachable and if we have problems they sort them out for us.'
- Safeguarding arrangements have been applied rigorously and fully meet all statutory requirements.

**■ The governance of the school:**

- The Academy Board of Directors and the local school governing body work closely together to provide outstanding governance. Their active involvement in monitoring the work of the academy means that they make valuable contributions to the academy's own views of its strengths and weaknesses. They have a good knowledge of the performance data for the academy and know how effectively funding is used. They are very clear indeed about the importance of the performance management systems for staff. They are rigorous in their decision making about linking salary rises to pupils' progress. They oversee the curriculum and make sure that it prepares children for the next stage of their education and also for life in modern Britain. They have a clear view of the school's short-term and long-term priorities.

**The behaviour and safety of pupils****is outstanding**

- The behaviour of pupils is outstanding. Children develop excellent attitudes to learning from an early age and maintain these throughout the school. They are keen to succeed and also be supportive to others.
- The academy environment is clean, attractive and stimulating. The pupils maintain this by showing respect for the facilities and for the resources. They keep it tidy and keep themselves tidy through the consistent wearing of the academy uniform.
- Pupils and parents say that bullying is not an issue and that, on the very rare occasions it happens, it is dealt with promptly and effectively. School records support this.
- Disruption to the learning taking place in lessons is very rare and is dealt with effectively through the consistent use by staff of the school's behaviour management policies. There have been no exclusions since the academy has been set up.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils and parents unanimously say that the children feel safe in school. One pupil commented that the keypad security system around the school makes them feel secure. Checks on all visitors to the school are vigilant, and the well-established procedures are rigorous.
- Academy leaders have been very proactive in improving attendance. Rigorous actions taken consistently have improved attendance over the last two years from well below the national average to being in line with the national average. This has been helped by the good attendance at the breakfast club. Punctuality has also improved, both at the start of the school day and also during the school day between lessons.

**The quality of teaching****is outstanding**

- School records that have been externally checked and confirmed show that the quality of teaching over time has improved and is now consistently good or better in all classes. Much of the teaching is now consistently outstanding in all areas of the school.
- The high-quality teaching has led to the work in pupils' books showing excellent improvement over time. As a result, standards by the time the pupils leave the school are now above national averages. Progress levels in each year group are now consistently good or better and there are no weak areas.
- Academy leaders have high expectations of staff and pupils and these are now embedded across the school. They are reflected in a very strong team approach and staff work effectively together to plan lessons that appeal to the pupils, challenge them and make sure that their learning accelerates.
- Pupils respond well to the challenge. They take great pride in their work and make sure that it is presented neatly and accurately.

- Teachers' marking is of high quality. It provides explanations for positive comments so that pupils know what they have achieved. It also provides clear advice on how their work could be improved. Pupils say that they appreciate this. They respond well to the marking by completing corrections and making sure that future work does not include the same errors.
- Even at this early stage of the academic year, the vast majority of pupils have targets in their mathematics and English books that set out what they are expected to achieve. Again, the pupils enjoy the challenges that these present and they are keen to succeed.
- The teachers are superbly supported by well-trained support staff who work very successfully within the lessons or with small groups of pupils with specific support requirements.
- The school has a homework policy that is applied across the school. Teachers refer to homework in lessons and make sure that it is followed up with the pupils. This helps to develop their personal responsibility and the use of initiative, especially for the more-able pupils.

### The achievement of pupils

### is outstanding

- The vast majority of children start school in the Early Years Foundation Stage with skills and knowledge that are much lower than those typical for their age, particularly in communication, language and literacy.
- By the time they leave the academy at the end of Year 6, they attain standards that are above the national averages in reading, writing and mathematics, and the pupils are in a good position to succeed in the next stage of their education.
- Every pupil leaving the school at the end of Year 6 last year made at least the progress they should in reading, writing and mathematics. The percentages achieving better than expected progress were more than double the national averages in reading and writing and were well above in mathematics.
- The more-able pupils achieved the academy's best ever results at the higher Level 5. One pupil achieved the most-able level (Level 6) in mathematics in 2014. The academy has now developed close links with the local secondary academies and the most-able pupils now have opportunities for working at the secondary schools to enhance their understanding and progress still further.
- When the school converted to an academy, results at the end of Key Stage 1 were nearly a year behind national averages. Since that time, school leaders have focused on this key stage and results have improved rapidly. Pupils now leave Year 2 with outcomes within a term of their expected standard in reading, writing and mathematics. The school's own records of pupils' progress indicate that these rapid improvements are expected to continue next year.
- School leaders are aware that results in writing in Key Stage 1 are below those in reading and mathematics and have plans in place to address this. Evidence from the school's records show that the gaps are closing but these improvements need to accelerate.
- The high percentage of pupils arriving during the school year who do not speak English are given outstanding support from well-trained staff who speak their home language. As a result, these pupils make excellent progress.
- In 2013, there were no differences in the outcomes for the disadvantaged pupils and those for their peers, and the disadvantaged pupils achieved results at least half a year ahead of similar pupils nationally. In 2014, disadvantaged pupils actually outperformed their peers in school because of the outstanding support they receive.
- Disabled pupils and those who have special educational needs are identified early and given high-quality support from well-trained staff, often in small groups. These pupils' programmes of work are well

organised by the academy's special educational needs coordinator. As a result, they make outstanding progress.

### **The early years provision**

**is outstanding**

- The outstanding provision in the Early Years Foundation Stage ensures that the children make an excellent start to their school education. Thanks to the welcoming, stimulating environment and the academy's excellent links with parents, children settle into school life quickly and develop excellent attitudes to their learning that they carry with them through school. They are attentive, participate fully in lessons and do not distract others or become distracted themselves. They are keen to do well from this early age.
- Teachers plan a curriculum for the children that is broad and balanced, full of activities that they enjoy and which involves their active participation in learning. Spiritual, moral, social and cultural development are covered thoroughly. Children behave extremely well, share resources willingly and show great care for each other, both in the classroom and outside. They respect adults and each other, and incidents of racism and bullying are very rare and are dealt with promptly.
- Teachers assess the children's skills and knowledge early on and are soon planning work that matches their abilities and interests. Consequently, when combined with outstanding teaching, the children make excellent progress. From very low starting points, they achieve standards that are now nearing the national averages, and the percentage of children achieving a good level of development has doubled over the last year. Parents are kept well informed about their child's progress through the use of emails and the sharing of the children's 'learning journeys' books.
- The leadership and management of the Early Years Foundation Stage is outstanding. The leader organises effective arrangements for the children's transition into school through meetings and visits. Assessment is ongoing, efficient and effective, and leads to planning activities that are totally appropriate for the age and abilities of the children. Professional development of Early Years staff is arranged specifically at an individual level to meet individual needs. The teachers are extremely positive about the organisation and its impact.
- Major improvements are starting imminently to the outdoor learning area. The planned work will increase its size and improve the range of resources in order to create more opportunities for learning, particularly language development.

## 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>	138751
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	448643

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	439
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Coddington
<b>Executive headteacher</b>	Adrian Reed
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01205 364674
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