

Carlinghow Princess Royal Junior Infant and Nursery School

Ealand Road, Carlinghow, Batley, West Yorkshire, WF17 8HT

Inspection dates 1–2 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good and they make good progress from their very different starting points in reading, writing and mathematics.
- Standards in reading, writing and mathematics vary over time, but current year groups show an improvement on previous years because teaching is now good.
- The school is a vibrant learning environment. Lessons are interesting and so pupils want to succeed in their learning.
- Learning activities for children in the early years are varied and enthuse the children so that they make a good start to their school life.
- Disabled pupils and those who have special educational needs and disadvantaged pupils are given good support and do well.
- Pupils' behaviour has improved and is now good. Pupils are proud of their school and agree that they feel safe in school.
- Pupils are friendly and polite. They are respectful to adults and each other.
- The school has improved since the last inspection because the new headteacher has relentlessly focussed on raising achievement and the quality of teaching. She accurately evaluates what the school does well and knows where it needs to improve further.
- The curriculum engages pupils well and ensures that their spiritual, moral, social and cultural development is good.
- The governors know the school well. They work closely with school leaders and offer a good balance of both challenge and support.
- The leadership and management of the provision for disabled pupils and those who have special educational needs is outstanding and is a strength of the school.

It is not yet an outstanding school because

- In a small number of lessons, assessment data is not used well enough to plan work to ensure that all groups of pupils make good or better progress, especially in lower Key Stage 2.
- Despite strong recent progress, some pupils have not caught up fully in their reading, writing and mathematics skills.
- In Key Stage 1 and Key Stage 2, the most able pupils are not always challenged sufficiently and given hard enough work to enable them to reach the highest standards and to make the best possible progress.

Information about this inspection

- The inspectors observed 19 part lessons and two assemblies in order to check pupils’ attitudes towards their learning, to evaluate the quality of work in pupils’ books, to check how the learning environment contributes to pupils’ learning and engagement and to evaluate how effectively pupils are challenged to make the progress of which they are capable. Three of these observations were carried out jointly with the deputy headteacher.
- Meetings were held with members of the governing body, a representative of the local authority, senior and middle leaders and newly qualified teachers.
- The inspectors observed the school’s work and looked at documentation including: teachers’ planning, the school’s analysis of its strengths and weaknesses, information on pupils’ attainment and progress, records of behaviour and safety, monitoring of teaching and performance management, minutes of the governing body meetings and safeguarding documents.
- A discussion was held with a group of pupils, as well as informal conversations with them during lessons and at break times. Inspectors listened to pupils read and talked to them about the books they enjoy.
- Inspectors spoke to parents and considered 48 responses to the staff questionnaire. The online questionnaire (Parent View) had too few responses to give information.

Inspection team

Julie Harrison, Lead inspector	Additional Inspector
Hilary Ward	Additional Inspector
Edward Price	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals, or who are looked after by the local authority, is well above average.
- The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language is below average.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is well above average.
- The school's deprivation indicator is well above average.
- Since the last inspection, the school had an acting headteacher from another school, who became the permanent headteacher in September 2013.
- The school met the government's floor standards in 2013, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching further, especially in lower Key Stage 2, to at least good to raise pupils' achievement in reading, writing and mathematics in Key Stage 1 and Key Stage 2, by:
 - ensuring that there is sufficient challenge throughout lessons for the most able pupils
 - ensuring that the gaps in pupils' basic skills in reading, writing and mathematics are quickly identified and action taken to address them
 - ensuring the analysis of pupils' data within the school's tracking system is fully understood and used by teachers to accurately plan work so that all groups of pupils make good or better progress
 - sharing good and outstanding practice already evident in the school to improve teachers' skills.

Inspection judgements

The leadership and management are good

- Since the last inspection, the school has appointed a new headteacher and developed an improved staffing structure. The headteacher has developed robust monitoring and evaluation systems to improve teaching and learning, pupils' achievement and the accuracy of assessment. The headteacher, staff and governors are working enthusiastically together on eradicating the legacy of underachievement and raising pupils' standards. They have high expectations for themselves and pupils, as they aim for continual improvement.
- Systems of appraisal ensure that staff are held to account for the quality of their teaching and for pupils' progress. Targets are related to the national Teachers Standards and pay rewards.
- The quality of teaching is improving, but some pupils have gaps in their reading, writing and mathematics skills. Pupils' progress is regularly checked during lessons, in books and through statutory assessments to make sure that all pupils achieve well and support is given quickly to pupils who are underachieving. Most groups of pupils are now making good progress, but the most able pupils are not always sufficiently challenged and so they do not do as well as they could.
- Middle leaders have a variety of experience in their roles of responsibility. Phase and subject leaders are more accountable for analysing the progress of all groups of pupils and for identifying those pupils who require additional support.
- The school has benefitted from the support it receives from the local authority, especially in organising the support of a local headteacher shortly after the last inspection, who has now become the permanent headteacher.
- The curriculum is broad and balanced, with the challenge of the new curriculum and assessment being confidently tackled by staff. It contributes to the pupils' spiritual, moral, social and cultural development preparing them well for the opportunities and experiences of later life in modern Britain. Combined with interesting assemblies, the curriculum encourages pupils to develop good attitudes to learning, behaviour and safety; to learn about different faiths and cultures; to learn tolerance for all, and the differences between right and wrong. The school is well respected within its community of high deprivation and as a governor stated 'the school has brought the community together'.
- Parents who spoke with inspectors were positive about all aspects of the school.
- The pupil premium funding is used well for support in and out of the classroom and for one-to-one support. As a result, current disadvantaged pupils achieve as well as non-disadvantaged pupils and the gap in attainment between these pupils and non-disadvantaged pupils nationally is closing quickly.
- The school has a high proportion of pupils with severe disabilities and special educational needs; a legacy of the former funded specialist unit. Provision for these pupils is a strength of the school, ensuring that the staff support these pupils well, not just academically but with excellent pastoral and health care.
- The few pupils from ethnic minorities or who speak English as an additional language receive targeted support which has closed any gaps in their learning.
- The primary sports school funding is used well. Pupils are offered a wider range of sports which has encouraged greater pupil participation and improved their well-being. A trained higher level teaching assistant delivers outstanding physical education lessons, which has also developed teachers' skills.
- The school promotes equality of opportunity and makes sure that all pupils, whatever their needs, are fully involved in the life of the school.
- Safeguarding arrangements are good and meet current requirements.
- **The governance of the school:**
- Governors have a clear understanding of the school's strengths and areas for improvement and provide both challenge and support. They have worked with the new headteacher on initiatives to improve the school. They visit the school regularly and make sure staff encourage tolerance and respect as they prepare pupils for life in modern Britain. The governors carry out their statutory duties, including meeting safeguarding requirements. They understand the new primary curriculum and the changes to assessment procedures. Governors hold the leaders to account for pupils' progress and the standards they reach. They make sure that teachers' pay rises are linked to pupils' progress and that teachers have high quality training opportunities. They have systems in place to ensure value for money. The governors ensure pupil premium funding is used appropriately, so that disadvantaged pupils make similar progress to non-disadvantaged pupils and that the primary sports funding enhances physical education and the well-being of all pupils.

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

- The behaviour of pupils is good
- They enjoy coming to school in this welcoming, vibrant and friendly environment and have positive attitudes to learning. Pupils take pride in their school.
- Pupils are keen to learn, listen well in class and willingly answer questions. They are respectful of adults and each other; they work well together and enjoy sharing their ideas. Pupils are proud of their work and eagerly discuss their tasks. Occasionally, when pupils are not involved and motivated in their learning, low level disruption occurs.
- Around the school pupils conduct themselves well and are polite to staff and visitors. Pupils play sociably at playtimes and lunchtimes. One of the younger children held a fireman's jacket out to an inspector and asked 'Please can you help me put this on?' and then responded 'thank you'.
- Pupils are confident to talk about their school and they appreciate the opportunities to try new skills. Disabled pupils say they have buddies and feel well supported.
- The school has put in a range of measures to address the issues around attendance. Recent figures show that attendance is improving and is now average. The number of persistent absentees is decreasing to become closer to national figures. Fixed-term exclusions have also reduced as behavioural strategies begin to have a positive impact.
- The pupils enjoy the additional clubs, including sports clubs, the gardening club and the eco-club. The pupils enjoy growing and cooking their vegetables and looking after the animals. Some of these clubs are organised by volunteers and parents.
- The school's breakfast club enhances pupils' spiritual, moral, social and cultural development. It gives pupils, including vulnerable and disadvantaged pupils, healthy breakfast choices, while enabling them to relax and develop friendships at the start of the school day.

Safety

- The school's work to keep pupils safe and secure is good.
- All procedures for ensuring pupils' health, safety and well-being, which is at the heart of the school's work, are securely in place. Pupils feel confident that any concerns will be dealt with quickly by an adult. Through assemblies and the curriculum they learn how to keep themselves safe in and out of school.
- Pupils say they feel safe in school and that there is no bullying. Parents, governors and the majority of staff agree. Parents' responses to inspectors showed positive support for the school's behaviour and safety strategies.
- The school's records files on behaviour and case studies show that there are few concerns about behaviour and safety for any group of pupils and if these occur, strategies are in place to deal with them effectively.
- The school's procedures for the behaviour and safety of their many disabled and pupils with special educational needs is of a high standard. Physiotherapists and occupational therapists come into school to support these pupils and two teaching assistants have been trained to work on programmes for their pastoral care and medical needs.

The quality of teaching is good

- The quality of teaching has improved since the last inspection. Work in pupils' books from last year and the first few weeks of this term, as well as checks completed by the school's leaders and evidence gathered throughout the inspection, demonstrate that the quality of teaching is improving and is now good. However, some pupils' have gaps in their basic reading, writing and mathematics skills due to the previous legacy of underachievement and weaker teaching.
- Expectations of pupils' behaviour and work ethic are mostly high and there is a mutual respect between pupils and their teachers. As a result, pupils are keen to get on with their work and try to learn successfully by following their teachers' instructions. They are encouraged to try hard and they are helped to learn from their mistakes.
- Most lessons engage and interest pupils. Clear explanations, well-chosen activities and skilled questioning, ensures pupils of all abilities build on previous learning and make good progress. Sometimes, the most able pupils are given work which is not hard enough to sufficiently challenge them and so their progress slows.

- Interesting activities encourage pupils to write regularly and at length. Good writing is modelled well and pupils who need them are given additional resources to help them. Recently, Year 2 pupils wrote lively descriptions about 'The Pirate Cruncher' using adjectives and adverbs well. During the inspection, Year 6 pupils enthusiastically learnt to write rhyming couplets using metaphors and personification.
- Pupils enjoy reading. Year 6 pupils, including disadvantaged pupils, are competent enough readers to use their skills to research new information, which will support their learning in their next school. Well-chosen texts for boys have improved their reading skills.
- There is a focus on using the correct mathematical vocabulary but some pupils lack a range of basic skills normally mastered by pupils of their age. However, teachers are ensuring that the gaps in pupils' knowledge are being 'filled' and that they now make good progress during lessons. Year 6 pupils were able to quickly calculate multiplication of decimals by whole numbers confidently because they were given an excellent, clear explanation of the strategies required.
- Occasionally, pupils make less progress than they are capable of because when planning tasks to suit all abilities, insufficient notice has been taken of pupils' previous learning. As a result, tasks are either too easy or too hard for pupils. In addition, explanations are not always clear enough and so pupils are unsure how to tackle their work.
- Pupils needing additional support, such as those with disabilities and special educational needs, are given well-targeted activities by teaching assistants or other adults, so they learn well and make good progress, within and outside the classroom.
- Most marking in books shows pupils what they have done well and how to improve their work. It is especially good in literacy books.

The achievement of pupils

is good

- Children start in the Nursery class with knowledge and skills below those typical for their age. They make good progress so that many start the Reception Year with knowledge and skills broadly in line with those typical for their age. In 2013 and 2014, the proportion of pupils who achieved the expected 'good level of development' at the end of the Reception Year improved and both were above national averages. Additionally, in 2014, many pupils exceeded national expectations in some areas of development. Pupils in the Reception classes make good progress from their various starting points.
- School data show that standards in reading, writing and mathematics at the end of Key Stage 1 vary, but have been broadly in line with national standards for the past three years. Currently, pupils across the key stage are making at least good progress so that the present Year 2 pupils' results for reading, writing and mathematics in 2015 are predicted to be well above the national average and the highest for the past three years. Additionally, more pupils than in the past now have the skills to achieve the higher standards.
- The results of the national screening check at the end of Year 1 on pupils' knowledge of phonics (letters and the sounds they make) vary. The 2014 results show a large improvement with results that are well above national expectations; while the 2013 results were well below. Phonics learning is well planned and support is well targeted so that the improvement is sustainable.
- In 2013 and 2014, standards at the end of Year 6 were well below average in reading and writing. Mathematics was broadly in line with the average in 2013, but results dipped in 2014 to below average. However, the school's focus on improving pupils' achievement and the quality of teaching since the appointment of the new headteacher shows a rapidly improving picture. The current Year 6 pupils are already working at a higher standard than the previous year groups. The 2015 results are predicted to be the highest in reading, writing and mathematics for the past three years, taking the results to broadly in line with the national average. As in Key Stage 1, a greater proportion of pupils now have the skills to be able to achieve the higher standards in reading, writing and mathematics. The legacy of underachievement from previous weaker teaching is being eradicated. Pupils are now making at least good progress from their various starting points.
- The majority of pupils enjoy reading and current year groups are making good progress. Pupils read a variety of books confidently and with expression.
- The pupils' 'Treasure Trove' writing books show that the majority of pupils make good progress across many different writing skills over time. However, as a result of previous weaker teaching, some pupils lack the basic skills appropriate for their age and this hinders the standards they reach. Nevertheless, the current Year 6 pupils are working at a higher standard than previous Year 6 groups.
- As the quality of teaching has improved, current pupils are making good or better progress in mathematics from their starting points. There are however still gaps in some pupils' mathematical knowledge, which again prevents them from reaching the standards they should.

- Disabled pupils and those who have special educational needs all make at least good progress from their individual starting points. This is because they receive tailored support and teaching that helps them to learn well. These pupils make good progress but their results contribute to the school's overall figures for standards reached.
- The few pupils from minority ethnic groups or who speak English as an additional language have targeted support with additional phonics work, speech and language support and one-to-one sessions with a reading friend, so that they are currently making similar progress to their classmates.
- The most able pupils usually make good progress; however, some of these pupils do not always achieve the higher standards of which they are capable. This is because teachers do not always give these pupils work which challenges them sufficiently.
- In 2013, disadvantaged pupils reached similar standards to non-disadvantaged pupils in the school in reading and writing and were half a term behind them in mathematics. In comparison with all pupils nationally, the difference was one term behind in mathematics and two terms behind in reading and writing. Teachers have ensured that the gaps in attainment and progress have narrowed in 2014 and that the current disadvantaged pupils reach similar standards to other pupils. Across the school disadvantaged, pupils are making at least good progress.

The early years provision

is good

- Children start in the Nursery class with variable knowledge and skills but they settle into 'school life' very quickly.
- In both the Nursery and Reception classes, the children are taught well and engage in a variety of interesting activities covering all areas of learning which prepares them well for Key Stage 1. The adults assess children's skills frequently and adapt their planning to meet the needs and interests of all the children.
- Both the indoor and outside areas provide children with a vibrant learning environment. Resources are easily accessible to the children and are well chosen to stimulate interest. Activities contribute well to spiritual, moral, social and cultural development, such as encouraging imagination in the role play areas.
- The safe and secure outside area supports all areas of learning. The children love using the outside area to find minibeasts, search for dragons and make a recipe for a mud pie.
- Supportive relationships between adults and children help develop confidence and a positive attitude to learning. The children enjoy being together, sharing equipment and talking confidently to each other and to adults. They follow routines and their behaviour is good.
- A good balance of adult-led activities and opportunities for children to explore for themselves means that they can practise the skills they have learnt as they play.
- Children in the Nursery and Reception classes make good progress in their learning and development. Disabled pupils and those with special educational needs and those for whom the school receives additional funding are well supported to make similar good progress.
- Good leadership and management of the early years ensure children's achievement is good. Induction is given a high priority and supportive links are established with parents. This has a positive impact on children's learning and their personal, social and emotional development. All safeguarding policies and procedures are good and implemented consistently so children are kept safe.

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

Unique reference number	107636
Local authority	Kirklees
Inspection number	442181

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	The governing body
Chair	John Broadhead
Headteacher	Lindsay Gallagher
Date of previous school inspection	16 October 2012
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