

Inspection of Carlton Primary School

New Road, Carlton, Wakefield, West Yorkshire WF3 3RE

Inspection dates: 11–12 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and proud to attend Carlton Primary School. They are safe because adults in school look after them well.

The new headteacher, leaders and staff want all pupils to succeed. They help pupils to develop positive learning behaviours. Teachers plan memorable experiences linked to what pupils are learning. This helps pupils to understand and remember more.

Pupils behave very well most of the time, in and out of lessons. There is very little bullying. When it does occur, adults help pupils to resolve things. Occasional name-calling is dealt with as a whole-school issue. This helps pupils to be respectful and friendly to anyone who may be different to them in any way.

There are many opportunities for pupils to be leaders and to help others. Older pupils are proud to help the younger ones to learn to read.

Pupils look forward to residential visits that start in Year 3 with a sleepover at the school. They appreciate the range of after-school activities on offer. These include computer skills, art and sports. Pupils enjoy the opportunities they have for learning outdoors. Some of the older pupils are responsible for looking after the school chickens.

What does the school do well and what does it need to do better?

Leaders have focused on the right priorities since the previous inspection. They know what they need to do next to bring about further improvements. Governors are knowledgeable and well informed. They provide appropriate challenge and support for school leaders.

Pupils study the full range of national curriculum subjects. Curriculum leaders understand the importance of a coherent sequence of learning. This is in place in plans for all subjects. However, the implementation of these plans is more secure in some subjects than in others. Leaders have plans in place to continue to improve all subjects.

There are well-sequenced plans in place for mathematics. These help teachers to plan learning that builds on what pupils already know. As a result, pupils are learning and remembering more. Teachers provide pupils with instructions on how to tackle problems. This helps them to get the right answer. However, pupils do not always have opportunities to work things out for themselves.

Reading has high importance at this school. Books are everywhere. Staff read to pupils every day. Younger pupils get off to a good start in reading. Leaders have put strategies in place to make sure that older pupils are able to build on this good start.

There has been a focus on developing pupils' vocabulary and inference skills. As a result, most pupils are able to read fluently and with understanding.

Children begin to learn the sounds in words in the Nursery class. They quickly learn how to use the sounds they know to read simple words when they join the Reception class. Children love their frog stickers with sounds on them. Adults remind them of these sounds throughout the day. This helps everyone to keep up. The books that children use to practise, match the sounds they already know. This helps them to be confident and to enjoy reading.

Leaders have made support for pupils with special educational needs and/or disabilities (SEND) a priority. The special educational needs coordinator (SENCo) works closely with teaching assistants. They make sure that pupils with SEND get the extra help they need.

Teachers plan the early years curriculum thoughtfully. They adapt their planning to follow children's interests. This helps children to learn across all areas of the curriculum. For example, children listened to a story about dinosaurs and wrote their own dinosaur books, measured dinosaur footprints and made dinosaur models. Children in Nursery 'made tea' after they had listened to the story of 'The tiger who came to tea'. They counted sugar lumps for him and could say 'one more' and 'one less'.

The new headteacher is making the behaviour policy simpler to follow. As a result, pupils behave very well most of the time. Leaders work hard with families to make sure that they maintain high levels of attendance.

Teachers plan many exciting activities that immerse pupils in their learning. For example, some pupils had been on a 'walk through time'. This helped them to understand and remember the changes in how people lived from the stone age to the iron age.

Personal development is a strength of the school. Pupils have many opportunities for leadership. For example, they have helped to introduce healthy school dinners and they help younger pupils with reading. Pupils learn about great role models in assemblies and by meeting exceptional visitors. They have been particularly inspired by a visit from a triathlon athlete. This helps them to understand what anyone can achieve if they try.

Safeguarding

The arrangements for safeguarding are effective.

All procedures for keeping pupils safe are robust. Staff and governors have frequent and up-to-date training. Leaders take swift and appropriate action to keep pupils safe. Adults know what to look out for and report any concerns immediately.

Pupils are helped to understand and manage risks through their learning in personal, social, health and economic (PSHE) education lessons, assemblies, online safety training and in their outdoor learning activities. The school takes the mental health and well-being of its pupils very seriously. Pupils learn to recognise their feelings and know where to seek help if they feel sad or worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although wider curriculum plans reflect the national curriculum content, they are at different stages of implementation. As a result, coherent learning sequences and teachers' subject knowledge are stronger in some subjects than in others. Leaders need to continue with their plans to prioritise those subjects that have not yet been a focus for improvement.
- Pupils do not always have sufficient opportunities to practise problem-solving and reasoning tasks unaided in mathematics. As a result, too few pupils achieve the higher standard in mathematics. Leaders should ensure that pupils have opportunities to apply their mathematical knowledge to more complex tasks independently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107830
Local authority	Leeds
Inspection number	10121678
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	The governing body
Chair of governing body	Neal Taylor and Nicola Upsall
Headteacher	Adam Pritchard-Jenkins
Website	www.carltonprimaryschool.co.uk
Date of previous inspection	1–2 November 2017, under section 5 of the Education Act 2005

Information about this school

- A new headteacher took up post in January 2020.
- The position of chair of the governing body is shared by two co-chairs.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The subjects considered as part of this inspection were reading, mathematics, science and history. Inspectors carried out deep dives in these subjects. This entailed meeting with senior leaders, curriculum leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. An inspector also observed teaching assistants listening to pupils read.
- We also looked at curriculum plans and examples of pupils' work in other foundation subjects.

- Inspectors met with the headteacher, deputy headteacher, SENCo, the leader for English, the leader for mathematics, the early years leader and the subject leaders for science and history.
- The lead inspector met with a group of governors, including the two co-chairs of the governing body.
- The lead inspector met with a representative from the local authority.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. An inspector also talked to members of the school's safeguarding team.
- An inspector discussed the school's records on attendance and behaviour with leaders.
- The lead inspector looked at the school's self-evaluation document and plans for improvement.
- We met with several groups of pupils and talked informally with pupils in lessons and at breaktimes.
- An inspector talked to a number of parents as they dropped their children off at the start of the school day. We also took account of the 152 responses to Ofsted's survey, Parent View.
- We met with a number of staff and took account of the 13 responses to Ofsted's online staff survey.

Inspection team

Janet Keefe, lead inspector	Ofsted Inspector
Tracy Millard	Ofsted Inspector
Lynda Florence	Ofsted Inspector

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