



# Carlton Vale Infant School

## Inspection Report

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**Unique Reference Number** 101498  
**LEA** Brent LEA  
**Inspection number** 276525  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** Graham Lee AI

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

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<b>Type of school</b>	Infant	<b>School address</b>	Malvern Road
<b>School category</b>	Community		Kilburn
<b>Age range of pupils</b>	3 to 7		London NW6 5PU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02076240348
<b>Number on roll</b>	228	<b>Fax number</b>	02073286293
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Knight
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Ms B F Doherty

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Carlton Vale Infants School is situated in South Kilburn in one of the most deprived wards in Brent. There are economic and social problems in the area. The school works in partnership with a number of agencies and is part of the New Deal for Communities scheme. Almost half the pupils are entitled to free meals and nearly one in three has learning difficulties. Pupils come from a wide variety of minority ethnic backgrounds with half the pupils being of Black Caribbean or Black African origin. Twenty eight languages are spoken in the school with Somali and Arabic the most prominent. The school has achieved the Basic Skills Quality Mark and is recognised as a Healthy School and Investor in People.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

Inspectors agree with school leaders that Carlton Vale Infants is an outstanding school. Staff create a caring and nurturing environment where each child is valued and encouraged to do their best. Pupils achieve very well. The school works in very close partnership with its parents, who hold it in high regard. It gives very good value for money. The headteacher is a strong leader who has led the school successfully for many years. She is very well supported by an effective leadership team and committed governing body. The school has built on a very good inspection in 2000 and demonstrates a strong capacity to improve further. All working in the school have created an excellent learning environment. Children enter the nursery with knowledge, skills and understanding which are well below average. Many of them speak little or no English. Throughout the nursery and reception classes, pupils' confidence grows as their communication skills are developed effectively by staff. In Years 1 and 2 they make rapid progress in reading, writing and mathematics as a result of good teaching. By the time they leave the school pupils are reaching standards which are broadly average. Pupils learn effectively because of the good teaching they receive. After a long period of stability there have been several staff changes and school leaders need to ensure that the quality of teaching is maintained. The curriculum is outstanding and designed to meet the emotional as well as academic needs of pupils. Pupils are proud of their school and enjoy their learning. They behave well, although in lessons where they sit for too long some boys become distracted. Attendance is currently unsatisfactory because of the poor attendance of a few pupils.

### **What the school should do to improve further**

\* Ensure that high quality of teaching and learning are maintained in the light of staff changes.\* Continue to work with parents and other agencies to improve attendance.

## **Achievement and standards**

### **Grade: 1**

Pupils achieve very well from a low start. As many pupils are at the early stages of learning English their communication and language skills are particularly weak when they start school. They make good progress in the nursery and reception classes because of the good teaching and support they receive. However, in their mathematical understanding, and communication and language their skills remain below average. Whilst they are doing well with speaking and listening, standards in reading and writing are much weaker. This is because many are not yet fluent in English. In Years 1 and 2 pupils build on the good foundations set in reception. They continue to make good progress because of good teaching and clear targets for improvement which are largely met. Their progress in reading, writing and mathematics is particularly rapid. As a result, they are well prepared for their move to the junior school and reach standards which are broadly average in these subjects. There is no significant difference in the achievement of different groups because the school works hard to ensure the success

of all its pupils. For example, pupils with learning difficulties and those learning English as an additional language achieve as well as others because of the very good support they receive. The school sets challenging targets for more able pupils and most reach higher levels of attainment than expected for their age.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy being in school and are keen to share their enthusiasm for learning with one another. They co-operate effectively to share ideas and to complete activities. They have an eagerness for physical activities and know how to remain healthy, for example, by achieving their targets to eat a healthy lunch. Pupils generally behave well in lessons, in the playground and around the school so they learn in a positive atmosphere. They are very aware of the need to move safely around the rather cramped spaces. Good behaviour begins in the nursery and reception classes where pupils quickly settle into school routines. They respond well to the singing games that remind them to behave well. Pupils' spiritual, moral, social and cultural developments are outstanding. As a result, pupils are very respectful of one another's achievements and take a pride in their efforts. They are also keen to take responsibility. For example, playground monitors report to assemblies on a regular basis and one boy reported how he had stopped a fight by 'telling them to calm down and take a deep breath.' They also develop respect for the variety of cultures and have opportunities to reflect in the tranquil spaces around the school. Pupils also contribute to their community, for example through the Kilburn Festival and through raising money for various charities. Attendance is unsatisfactory. Poor attendance is confined to a few pupils and this is having an adverse effect on the overall picture. The school is doing all it can to bring about improvement.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall, and together with pupils' really positive attitudes, has contributed significantly to the very good achievement of pupils. There have been a number of changes to teaching staff recently. Much of the teaching observed was good, but this was not always consistent across the school. A range of strategies has been developed to raise all teaching to the quality of the best. This initiative needs to be checked for its effectiveness in the light of staff changes. Support staff work in very close partnership with teachers and make a significant contribution to teaching and learning. In the nursery and reception classes teachers help children to settle into school routines and develop their self confidence and communication skills. Teachers plan well for the differing needs of pupils and give them a clear idea of what they are going to learn. They provide good opportunities for pupils to discuss their ideas. For example in a Year 1 information and communication technology (ICT) lesson, children developed their speaking and listening skills whilst completing the

task together. Teachers successfully use a range of assessment strategies so that pupils know what they have to do to improve their work. As a result, pupils enjoy their learning and make good gains in their knowledge and understanding. Teachers have high expectations of work and behaviour from all their pupils. However, the pace of some lessons is a bit slow. When this happens some boys particularly become disengaged and restless.

## **Curriculum and other activities**

### **Grade: 1**

The school has developed an outstanding curriculum. It is designed to ensure that all pupils achieve as well as they can. It also successfully meets the emotional and social needs of pupils. A good example of this is the splendid sensory garden and multi sensory room which develops children's emotional well being. Very effective links between different aspects of the curriculum are being developed and ICT is being used effectively to support learning. The curriculum is also enriched by a wide range of visits to places of interest such as museums and theatres. It also offers the opportunity for pupils to take part in swimming, other sporting and musical activities and to attend a residential visit in Year 2. As a result the curriculum has a very positive impact on pupils' achievement and personal development.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support provided for pupils is outstanding and makes a significant contribution to their achievements. Staff know the children as individuals and ensure that they are safe and secure. Assemblies are used very effectively to praise pupils and develop their self esteem. Arrangements for the safeguarding of children are in place and understood by all. The school is careful to minimise any risks to pupils in all its activities. Integral to the work of the school is its commitment to the community, and supporting parents to take an active role in their children's learning. The Family Liaison Officer and the Family Learning Project play an important part in enabling parents to support their children more effectively. Teachers are also available on a 'drop in' basis each week to discuss issues with parents. The school works in close partnership with a wide range of agencies to help care for the children and support its families.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher gives strong leadership and has led the school successfully for many years. She has established a caring and nurturing environment where every pupil is valued and encouraged to achieve as well as they can. The school is an integral part of the community and is committed to supporting and working with its families. The headteacher is very well supported by an enthusiastic and effective leadership team and a resourceful governing body who

bring a wide range of experience and expertise to the school. Leaders are well aware of the strengths of the school and what needs to be done to improve further. Through its high quality self evaluation procedures the school identified that, the change from reception to Year 1 was causing difficulties for some pupils. As a result, the school has made changes to the curriculum to ease this transition. The leadership team have developed strategies for seeing the school through a period of change in the teaching staff. They need to be checked for their impact on the quality of teaching and learning so that it is consistent throughout the school. A feature of the leadership is the creative way it has made the best use of financial and material resources. For example, it has made the best use of cramped accommodation by converting the former caretaker's flat into space for a high quality food technology area, multi-sensory room and meeting area. The headteacher is also committed to staff development. For example, a number of volunteers and teaching assistants have gone through various programmes to enable them to go on to teach. The school has built on the good report it had at its last inspection and has a strong capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I am writing to thank you all for being so friendly and helpful when we came to visit your school. We really enjoyed our time at Carlton Vale and we enjoyed talking to you about the school. We thought you might like to know what we found out. You all like your school and enjoy being there. You are right to do so because we found it to be a really good school and a lovely place to be. We could see that you enjoyed your lessons. You behaved very well although one or two of you boys need to listen all the time. Most of you come to school every day and on time. You can help the school by making sure that you all do that.

When you start school quite a lot of you are learning English. In your time at Carlton Vale you learn a lot and are doing well by the time you move on to the juniors. Your teachers and other staff work hard to help you to do this. They make lessons fun and help all of you to learn as well as you can. All staff work hard to make sure that you feel safe and happy in the school. You are very lucky to have lots of fun things to do like the trips to the theatre, swimming, tennis and the chance to go on a trip away from home. The school has also made lots of nice places to be in school like the gardens, library and multi- sensory room. You really like being in those places.

The school is doing well because Mrs Doherty and the other staff work so hard to make sure that the school is a happy place to be and they help you all to do as well as you can. You are very lucky to be in such a super school.