



Carlinghow Princess Royal Junior Infant and Nursery School

Inspection Report

Unique Reference Number 107636
LEA Kirklees
Inspection number 277791
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Ealand Road
School category	Community		Carlinghow
Age range of pupils	3 to 11		Batley, West Yorkshire WF17 8HT
Gender of pupils	Mixed	Telephone number	01924 326371
Number on roll	350	Fax number	01924 326373
Appropriate authority	The governing body	Chair of governors	Mrs J Hellowell
Date of previous inspection	27 March 2000	Headteacher	Mrs B Harris

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large primary school. Most pupils are of white, British heritage. An average proportion of pupils are of other ethnic groups. Eligibility for free school meals is above average. Indications are that the socio-economic circumstances of the area are well below average. Attainment on entry is low. The proportion of pupils with learning difficulties and/or disabilities is above average and three pupils have statements to provide for their needs. A local authority resource centre (SEN resource centre), under the direction of the governors, has 21 pupils with physical disabilities who work alongside other pupils, with additional help from a support teacher and support assistants. The headteacher and deputy headteacher left at the end of August 2005. An acting headteacher and acting deputy headteacher were appointed from September 2005. The number of pupils at the school has fallen substantially since the last inspection. The school moved into a new building in September 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Carlinghow has declined in effectiveness in recent years and has not addressed adequately the issues raised at the last inspection. Its overall effectiveness, although judged by the school to be satisfactory, is now inadequate. The school provides inadequate value for money. The leadership and management, including governance, and its capacity to improve are inadequate. Recently, the temporary leadership has introduced promising initiatives to effect improvement, although these have not had enough time to have a significant impact on teaching and learning, pupils' personal development and parents' views of the school. Standards are significantly below average and pupils, including more able pupils and those with learning difficulties and/or disabilities, both within the school and the SEN resource centre, do not make sufficient progress in their learning. Provision in the Foundation Stage is satisfactory, although children's standards are low. Teaching is not strong enough to hasten improvement in pupils' learning and their personal development. The standards of behaviour of a significant minority of pupils are unsatisfactory, which concerns many parents. Attendance rates are below average. The curriculum does not adequately meet the needs of all pupils. The care, guidance and support for pupils are inadequate, including the provision for pupils with learning difficulties and/or disabilities within the SEN resource centre and throughout the rest of the school. The internal accommodation and resources are outstanding but teaching assistants and learning support assistants are not used well enough to enable pupils to make sufficient progress.

What the school should do to improve further

- Raise standards and improve progress for all groups of pupils but especially for the more able and those with learning difficulties and/or disabilities.
- Ensure all school leaders and the governing body meet their responsibilities to raise standards, improve teaching and enhance pupils' personal development.
- Make better use of teaching assistants to improve pupils' progress.
- Improve the behaviour of pupils.
- Work with parents, carers and pupils to improve attendance.

Achievement and standards

Grade: 4

The inspection team agrees with the school's evaluation that the achievement of pupils is inadequate and standards are significantly below average.

Children enter school with low standards and make satisfactory progress in their learning in both the nursery and Reception. At the end of Reception, standards remain low. Few pupils are on course to reach the higher than expected levels by the end of Year 2. Pupils in Years 1 and 2 make inadequate progress. At the end of Year 2, standards have dipped since the last inspection from about the national average to significantly below average. In the 2005 national tests, no pupils reached the higher than expected levels.

At the end of Year 6, standards have been significantly below the national average since the last inspection. In the 2004 national tests at the end of Year 6, pupils made insufficient progress compared to their attainment at the end of Year 2. Progress in Years 3 to 6 is inadequate. Standards in 2005 declined compared to the previous year's results, particularly in English and science. Very few boys reached the level expected of their age in English, although a similar proportion of boys and girls reached the level expected of their age in mathematics and science. The proportion of pupils who achieved the higher level in English was low. Too few pupils, including those identified as more able, reach the higher levels by the end of Year 6. The school did not meet its targets set for the end of Year 6 in 2005. Pupils with learning difficulties and/or disabilities, including those in the SEN resource centre, make inadequate progress as do more able pupils.

Personal development and well-being

Grade: 4

Pupils' personal development, including spiritual, moral, social and cultural development, is inadequate because of the extent to which some pupils' attitudes to school and their behaviour is detrimental to their own and others' learning. This is why inspectors disagree with the school's judgement that this area is satisfactory. Many pupils state firmly that lessons are often delayed or disrupted because of the behaviour of a minority. Some pupils also feel exposed to aggression during playtimes. Attendance is below the national average and is inadequate; there is a higher than average number of unauthorised absences. A high proportion of parents share the opinion that behaviour should be improved. Nine pupils were excluded for fixed periods in the last academic year.

The majority of pupils enjoy coming to school and agree that most lessons are interesting. They learn about the importance of a healthy diet and appreciate the opportunities they have to exercise. Pupils know about the possible dangers surrounding drugs and in Year 6 they discuss the physical and emotional changes that occur during puberty. Satisfactory opportunities are available for pupils to contribute to the school community; for example, those on the school council learn to consider and act upon others' views. Pupils are not prepared well enough for their future well-being. Achievement in literacy and numeracy skills is low and there are shortcomings in their spiritual, social and moral development.

Quality of provision

Teaching and learning

Grade: 4

Inspectors agree with the school's evaluation that teaching and learning are inadequate. Over time, teaching has not been strong enough to promote acceptable standards and achievement. Teachers have worked hard under the temporary leadership to improve their practice. A consistent approach to planning is now in place but teaching takes too little account of the needs of different abilities which results in groups not being challenged appropriately; for example, in the mixed Year 1 and 2 classes, pupils were given similar tasks irrespective of their level of attainment. Teachers work very hard to establish good relationships in classes and maintain a good rapport with pupils. Where this is successful, pupils are motivated to learn at a faster pace. At times, questioning is not brisk enough and at an appropriate level to keep pupils interested and on their toes so they make faster progress. Pupils complain that lessons are sometimes spoiled because, too often, teachers have to deal with unacceptable behaviour. Opportunities to encourage pupils to become independent learners are too few and teachers spend too much time instructing compared to the time pupils have to consolidate and extend their learning independently and in small groups. Assessment information is used inadequately to plan future work for pupils at all levels of attainment.

Teaching assistants and support staff for pupils with learning difficulties and/or disabilities give satisfactory help to children during small group work but take a more passive role at other times, particularly during over-long introductions to lessons, when their skills are not used effectively to assist the learning of individuals or small groups of pupils.

Curriculum and other activities

Grade: 4

Inspectors do not agree with the school that the curriculum is satisfactory. Although it meets statutory requirements, it is inadequate in Years 1 to 6 because it does not meet the full range of pupils' learning needs. Work is often not suitably matched to pupils' capabilities. The emphasis on raising standards in literacy and numeracy has resulted in a narrowing of learning opportunities in other subjects. Planning lacks the creativity needed to enable children to practise basic skills in all subjects in order to help them learn with purpose and enjoyment. Provision for children who have learning difficulties and/or disabilities, including those in the SEN resource centre, is inadequate because leadership of this area is insecure. Curricular planning is ineffective in meeting these pupils' learning needs.

The needs of children in the Foundation Stage are met satisfactorily, although too few opportunities are available for pupils to extend their learning outdoors.

A satisfactory range of activities helps to foster pupils' interests outside of lesson times and links with the local community are increasing. Nevertheless, the school does

not provide sufficient opportunities for pupils to develop the skills and confidence they need to secure their future well-being.

Care, guidance and support

Grade: 4

Care, guidance and support are considered by the school to be satisfactory. However, inspectors judge the provision to be inadequate overall. Good relationships between most pupils and adults ensure that pupils have someone they can turn to if they need help. Behaviour is monitored closely and incidents of bullying and other forms of harassment are recorded carefully. Initiatives to improve behaviour have been shared with pupils and parents but have not yet had a positive impact on behaviour of a significant minority of pupils. Child protection procedures are thorough.

Teaching assistants provide sound support for pupils with learning difficulties and/or disabilities but the management and monitoring of their work are inadequate. Staff support the personal needs of pupils in the SEN resource base well so that they can be fully included in school life. However, the planning for their academic needs is inadequate.

The tracking of pupils' progress is cumbersome and the information has not been used sufficiently to set targets to challenge pupils to increase their rate of progress.

Leadership and management

Grade: 4

Inspectors do not agree with the school that leadership and management are satisfactory. Leadership and management are inadequate because improvement since the last inspection is insufficient, standards are declining and pupils' personal development and the quality of provision are not good enough. The recent temporary leadership have set promising priorities for improvement but, as yet, the impact of these initiatives is not identifiable in standards of pupils' work or their behaviour. Parents express strong concerns about behaviour and leadership and management. The temporary leadership accepts that much needs to be improved at the school to provide an acceptable education for pupils. The capacity to improve, although judged by the school as good, is inadequate, as is the quality and effectiveness of its self-evaluation.

Governance is inadequate. Governors have a limited understanding of the school and are over-reliant on, and over-accepting of, information provided. They have not held the school to account for standards and have not ensured that the issues identified at the last inspection have been addressed.

Leadership of provision for pupils with learning difficulties and/or disabilities, including the SEN resource centre, is unsatisfactory. The monitoring of these pupils' progress and the efficient support for their needs in classrooms is a weakness that adversely affects the provision for these pupils. Subject leaders do not evaluate performance in their areas effectively enough in order to plan necessary improvements. Subject leaders

have not included into curricular planning recent national initiatives to enrich the curriculum.

The internal accommodation and resources are outstanding; however, the generous staffing levels, particularly teaching assistants and learning support assistants, are not used efficiently enough to impact positively on pupils' progress.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	4	NA
The extent of learners' spiritual, moral, social and cultural development	4	NA
The behaviour of learners	4	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	4	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	No
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

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school. We realise that most of you enjoy school reasonably well and most of you appreciate the teaching and help you receive. We know that many of you are proud of your school and the excellent new accommodation. However, we have decided that the school needs to be helped to improve as a matter of urgency.

- We agree with you that most pupils are well behaved and interested in learning but that a few pupils disrupt lessons, are bullies and act aggressively. We have asked the school to find ways to eliminate poor behaviour. We hope that the few pupils who misbehave will make a strenuous effort to improve their behaviour quickly.
- Your acting headteacher and acting deputy headteacher agree with us that you all need to be challenged to make better progress and reach higher standards. The school has been asked to improve your learning by further development of teaching. The leadership and management of the school also need to be improved.
- We want the school to improve teaching for pupils who find learning difficult and also for more able pupils, through better planning for their needs in lessons.
- We noticed that the attendance of a significant minority of pupils was not good enough and you agreed that some pupils were absent from school unnecessarily. We have asked the school to work with parents, carers and these pupils to improve their attendance. We want all pupils to attend school unless they are ill because this will provide them with more opportunities to learn.
- Your acting headteacher, acting deputy headteacher and teachers have worked hard this term to try to improve the school.

We appreciated talking to you about your work and watching you learn. We wish you well for the future.