



Carlton Primary School

Inspection Report

Unique Reference Number 100012
Local Authority Camden
Inspection number 285701
Inspection dates 15–16 January 2007
Reporting inspector Gordon Ewing

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

Type of school	Primary	School address	Grafton Road
School category	Community		London
Age range of pupils	3–11		NW5 4AX
Gender of pupils	Mixed	Telephone number	020 7485 1947
Number on roll (school)	384	Fax number	020 7485 1482
Appropriate authority	The governing body	Chair	Mr Mick Farrant
		Headteacher	Miss Jacqueline Phelan
Date of previous school inspection	11 March 2002		

Age group	Inspection dates	Inspection number
3–11	15–16 January 2007	285701

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Carlton Primary is a larger-than-average school, which is growing steadily. More than two thirds of pupils are eligible for free school meals, a remarkably high figure, reflecting the high levels of social deprivation in the area the school serves. The proportion of pupils that have learning difficulties and disabilities is above average. More than seven out of ten pupils are from minority ethnic groups. Three fifths of pupils have a first language other than English and there are twenty-seven different languages spoken in the school. The number of pupils joining and leaving the school outside normal times is very high. The school is part of an education action zone. The headteacher has been in post for one year. The school is part of an intensive support programme led by the local authority.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Carlton Primary is an improving school that provides a satisfactory level of education. The new headteacher, well supported by the leadership team, has made decisive changes that are improving attendance, behaviour and achievement. These successes illustrate the school's good capacity for improvement. As one parent wrote, 'I have seen the school go from strength to strength.' By taking robust action and setting a clear direction, teaching and learning are improving and pupils of all abilities are starting to make secure progress. Attainment on entry to the Foundation Stage is very low and, by the end of Year 6, standards are well below average in English and mathematics and below average in science. Achievement is satisfactory. Vulnerable pupils and those with learning difficulties and disabilities achieve well because of their well-focused individual programmes and the effective support they receive. The school is rightly focused on raising standards and achievement in English and mathematics.

Pupils and parents think highly of their school. As one parent said 'I am proud to call my child a Carlton pupil.' Pupils' behaviour is good, overall. In the playground they demonstrate safe practices and show positive relationships towards their peers and adults. Personal development and well-being are good because staff strive to create an ethos where all pupils are valued and feel included. As one pupil said, 'I love this school because everyone is friendly.' Behaviour and attendance are improving because expectations are clear.

The quality of teaching and learning is satisfactory and improving. Robust strategies to effectively track progress are raising teachers' expectations and planning is becoming more focused. Consequently, pupils are more confident learners and they make more consistent progress, despite some inconsistencies in teaching. Marking is inconsistent, so that pupils are not clear how to improve. In a few classes behaviour is not always managed well enough and this leads to loss of concentration by some pupils. In the Foundation Stage, teaching is satisfactory. A range of strategies is used to involve learners and encourage participation, though not enough emphasis is placed on providing opportunities for speaking and listening.

Leadership and management are satisfactory. The good leadership of the headteacher and her senior staff has begun to move the school forward effectively. They are taking rigorous action to address weaknesses and have a clear understanding of areas to improve. Leaders of learning are increasingly involved in tracking pupils' progress and are accurate in gauging the impact of recent initiatives. However, they do not play a full part in establishing a comprehensive picture of the quality of teaching and its impact on pupils' progress. Governors are supportive and committed though their role in monitoring the impact of the school's work is not fully developed. The school's Raising Achievement Plan sets the right priorities and is beginning to have an impact on pupils' progress in English and mathematics.

What the school should do to improve further

- Raise standards in English, mathematics and science through more consistent teaching.
- Develop the role of leaders of learning in monitoring and evaluating the work in their subjects so that they take a key role in raising achievement.
- Improve important aspects of teaching, especially in ensuring consistent approaches to managing behaviour and making sure that marking guides pupils on how to improve.

Achievement and standards

Grade: 3

Several factors affect pupils' achievement. Most start school with very low-level skills, there is high mobility, a large proportion of pupils have complex learning needs and there are difficulties in teacher recruitment. The school has made good inroads in compensating for these barriers to learning and achievement is satisfactory. Children make satisfactory progress in the Foundation Stage because teachers work hard to overcome their challenging needs. Even so, few pupils enter Year 1 having attained the expected goals for their age.

Standards at the end of Year 6 are very low in English and mathematics and slightly better, though still below average, in science. The school has set itself challenging targets to raise standards and early signs are that the school's efforts are having an impact.

Enthusiastic and well-targeted support to pupils with learning difficulties and disabilities and those for whom English is an additional language helps them to achieve well. Pupils who are at risk of exclusion or have low self-esteem speak highly of the mentoring they receive. As one pupil said 'I am listening better, communicating better and learning more.'

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils are happy and value the friendly and nurturing atmosphere. As a result, attendance is improving and is now average, reflecting pupils' increasing enjoyment of learning. Behaviour is mostly good, although occasional weak behaviour from a few pupils means they lose concentration in lessons. Racist and bullying incidents are rare. Pupils know how to keep safe and are confident to ask for help if they feel unhappy. There is a harmonious community spirit fostered within the school through participation in local activities as well as events held to encourage community involvement and family learning.

Pupils are well aware of how to keep healthy and know about the benefits of exercise on their bodies. They value the many opportunities to take responsibility, such as

organising fund raising events and influencing decisions through the school council to make school lunches healthier. The school's focus on raising basic skills in literacy and numeracy is helping to prepare pupils satisfactorily for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is inconsistent, and ranges from satisfactory to outstanding. When teaching is highly effective, pupils are well motivated and engaged by the challenging activities planned by their teachers. Their rate of learning is increased because the teachers' questioning develops their thinking and problem solving tasks, helping them to become independent learners. Consequently, pupils behave well. In a few lessons behaviour is not managed consistently and, as a result, pupils' progress is reduced.

Assessment procedures are satisfactory and improving because teachers are better informed and the progress pupils make year by year is appropriately tracked. Those identified as making insufficient progress are given effective support. However, marking does not consistently inform pupils of how to improve their work and pupils are not regularly involved in setting their own targets. As a consequence, they are unsure of how to move on in their learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It provides well for pupils' pastoral care, but only supports satisfactory progress academically, despite being reviewed regularly and adapted to try to match pupils' complex needs. Links to support the application of numeracy and literacy skills in other subjects across the curriculum are satisfactory. Good use is made of the rich diversity of pupils' backgrounds to enhance provision. The use of information communication technology (ICT) has improved and is now satisfactory, especially through the increased use of the interactive white boards and the computer suite. Personal, social, health education and citizenship are strong features and play an important part in helping pupils to become caring and responsible citizens. Enrichment activities are varied and support the inclusion of all pupils. Pupils across the school take part in a satisfactory range of extra-curricular activities including clubs, a Year 6 residential trip and visits out of school. Many visitors with a range of specialist skills, such as sports coaches, make a positive contribution to the curriculum.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory. Child protection and vetting procedures are robust. Risk assessment procedures are firmly established and health

and safety is effectively monitored. Vulnerable pupils are well supported and receive good help from learning mentors and outside specialists. Pupils' particular needs are identified promptly, especially new pupils, and the right support is provided swiftly. Exclusions are reducing because the behaviour policy is more effective and mentoring of pupils at risk is helping them to manage their behaviour and improve learning. The school provides good opportunities to enable staff to listen to pupils, for example, through the use of the sensory room and circle time.

Academic guidance is satisfactory and effective systems are established to identify those in need of additional support. Pupils know they have to improve their work by working harder, but are not given consistent guidance by teachers as to how they take the next step in their learning.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides clear, effective and positive leadership. This coupled with good support from senior staff and external consultants has led to recent improvements. Well-targeted support and good monitoring have improved behaviour and attitudes. A strong family ethos has been nurtured and a rigorous focus on improving standards and achievement has recently been established. Consequently, pupils want to learn. Progress for most pupils is accelerating because a positive climate has been established where all pupils regardless of their background or difficulties are valued and supported. As one parent commented, 'The discipline in the school has improved and the whole image of the school has risen'.

The school accurately and satisfactorily evaluates its strengths and weaknesses. In her drive to strengthen the leadership and management of the school, the headteacher has developed new roles of Leaders of Learning from existing middle managers. They are supportive and committed to developing their skills. They have made a good start, for example, by analysing data and providing teachers with effective targets to work on, but they are not sufficiently involved in monitoring teaching and learning in their subjects. Governors provide satisfactory support to the school's leadership. They are rightly proud of their school and recent improvements. Coupled with good financial management and a purposeful sense of direction, the school is well placed to improve further.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You will remember that we visited your school recently. I am writing, on behalf of the inspectors, to tell you what we found out about your school. We would like to thank you for making us feel so welcome. We are confident the school, which is satisfactory, will continue to improve under its new leadership.

Here are the things that we think are best about your school

- Ms Phelan and the staff are working hard to raise standards and to improve the day to day running of the school.
- Your attendance is improving.
- You enjoy coming to school, usually behave well and like taking part in activities such as going to City University and performing parts of Shakespeare's plays.
- Many of you receive extra support from an able team of teaching assistants and learning mentors, which helps you to improve.
- The quality of teaching is improving so your lessons are very interesting.
- The adults in school look after you and help and support you as you grow.
- You told us that you feel safe and happy in school.
- This is a happy school and your parents and carers speak very well of it.

These are the things that we think could be better

- Standards in English, mathematics and science need to improve.
- Leaders of learning need to regularly check on the quality of teaching and learning in all lessons.
- Through their marking, teachers need to help you to understand more clearly how to make the next step in your learning. They also need to make sure you behave well in lessons all the time.

Thank you again for being so helpful and friendly during our visit.

Yours sincerely,

Gordon EwingLead inspector