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Mrs Christine Jones  
Headteacher  
Carlinghow Princess Royal Junior Infant and Nursery School  
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Dear Mrs Jones

## SPECIAL MEASURES: MONITORING INSPECTION OF CARLINGHOW PRINCESS ROYAL JUNIOR INFANT AND NURSERY SCHOOL

### Introduction

Following my visit with Margot D'Arcy and Frank Ravey, Additional Inspectors, to your school on 28 and 29 June 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the fourth monitoring inspection since the school became subject to special measures in November 2005.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### Evidence

Inspectors observed lessons in each class. Discussions were held with key staff and pupils. Discussions also took place with the chair of governors and representatives from the local authority (LA). A range of documents was examined and pupils' conduct was observed.

### Context

Since the previous visit two teachers have resigned after periods of long-term absence and supply teachers are covering most of their work. An acting Key Stage 1 coordinator and a teacher responsible for special educational needs have been appointed from the within the current staff.

## Achievement and standards

Standards remain low and there continues to be significant underachievement across Key Stages 1 and 2 for most groups of pupils. Recent data paints an even gloomier picture than the previous visit, indicating that a small number of pupils are actually going backwards in terms of the progress they make. However, children continue to make better progress in the Foundation Stage due to consistent teaching and a well-designed curriculum but this rate of progress is not maintained in Key Stage 1 due to poor teaching. Pupils in Key Stage 1 are making worse progress than at the time of the November 2005 inspection. Hardly any pupils reach higher than the expected standards for their age and too few reach the expected levels although there are some signs of improvement in standards in mathematics in Years 5 and 6. In some classes in Key Stage 2, where teaching is much stronger, pupils make far better progress but they cannot overcome the legacy of underachievement from Key Stage 1. Pupils with learning difficulties and/or disabilities make better progress than their classmates as a result of the well-focused support from teaching assistants. However, the more able pupils still do not do as well as they should because they are not challenged enough in many lessons.

Progress on the areas for improvement identified by the inspection in November 2005:

- Raise standards and improve progress for all groups of pupils but especially for the more able and those with learning difficulties and/or disabilities – inadequate.

## Personal development and well-being

Standards of behaviour continue to improve. In most lessons, sharper strategies for managing behaviour are having a marked effect and pupils' growing understanding of the school's expectations in this area is evident. The atmosphere in many lessons is calmer and much more industrious. Many pupils are recognising that improved behaviour is increasing their enjoyment of school and helping them to learn more effectively. The recently introduced 'traffic light' system is popular with pupils, allowing them to become more involved in understanding and taking some control over their own learning. Relationships between pupils are becoming more sociable and tolerant, resulting in increasingly productive group work.

Pupils are really beginning to appreciate the structure and boundaries that have been set and are realising that these are to ensure everyone's rights are understood and protected. They explain, for example, that 'everyone has a right to learn without lessons being disrupted by misbehaviour'. Many are also beginning to understand that, whilst they have a right to express their feelings, this has to be done in appropriate ways. Where issues of inappropriate behaviour persist in lessons, these continue to be linked to teaching that does not inspire or challenge pupils and are compounded by some weaknesses in teachers' management of behaviour. Pupils are quick to pick up on this, sometimes exploiting the situation to add an element of interest and diversion

to otherwise boring lessons. Earlier improvements to behaviour at playtimes and lunchtimes are being maintained.

The school continues to work hard with parents and pupils to raise attendance and punctuality. Pupils and parents are much more aware of the impact of absences, although rates continue to be too low. Some good progress has been made with a small number of pupils with poor attendance. Punctuality is slowly improving but remains an issue.

Progress on the areas for improvement identified by the inspection in November 2005:

- Improve the behaviour of pupils – good.
- Work with parents, carers and pupils to improve attendance – satisfactory.

### Quality of provision

Teaching in Years 5 and 6 continues to be a strength of the school. It is here where lessons are engaging, exciting and highly enjoyable and where pupils learn the most. On occasions these lessons are outstanding and pupils make much better than expected progress because of the skilful way in which teaching ensures every pupils' needs are catered for through highly practical activities. The key to the successful teaching is the imaginative approaches geared to practical, active learning that pupils enjoy and appreciate. Pupils in these lessons respond to the high expectations of the teacher by working exceptionally hard and behaving extremely well. Teaching in the Foundation Stage remains secure and ensures pupils continue to get off to a good start. The problems facing the school lie mostly in Key stage 1. Teaching here has not improved since the school was placed in special measures and in some aspects it has deteriorated. Despite the strong teaching in Years 5 and 6 pupils cannot make up for lost ground due to their underachievement in Key Stage 1. Teaching assistants have a much clearer role in ensuring all pupils benefit from their support. They are doing particularly well in helping pupils with learning difficulties and/or disabilities to achieve satisfactorily. They are less effective in ensuring that the more able pupils are appropriately challenged in lessons.

Progress on the areas for improvement identified by the inspection in November 2005:

- Make better use of teaching assistants to improve pupils' progress – satisfactory.

### Leadership and management

There has been a marked shift in the culture and ethos of the school since the new headteacher took up post five months ago. She has identified the root cause of the school's problems but her strategies for solving the issues have not yet had sufficient

time to demonstrate full impact. Some action has been taken to eradicate the weak teaching in the school but it is as yet having little impact. The assistant headteacher has been given increased management responsibilities and has produced a rigorous and accurate evaluation of pupils' achievement that shows the severity of the problems facing the school. Together she and the headteacher have put in place procedures to move the school forward. Their work is highly valued by staff and governors. However, weaknesses in senior management remain. Although the school's leadership has developed a very clear picture of the extent and seriousness of pupils' underachievement, not all leaders demonstrate a clear enough understanding and commitment to ensuring it is tackled robustly.

Governors continue to increase their understanding of the work of the school and show a greater knowledge of the areas needing urgent improvement. However, considering that the school has now been in special measures for 19 months, there has not been as much progress as expected and some aspects of its work, such as the quality of teaching in Key Stage 1, have deteriorated.

Progress on the areas for improvement identified by the inspection in November 2005:

- Ensure all school leaders and the governing body meet their responsibilities to raise standards, improve teaching and enhance pupils' personal development – inadequate.

#### External support

The LA school contact officer continues to provide valuable support to the school. She understands what needs to be done and where possible helps the school to keep on track. Unfortunately the LA has not done enough to help the school resolve its problems with teaching and weaknesses with senior management. Although there is a clear understanding of what needs to be done to improve teaching, progress has not had the expected urgency.

#### Main Judgements

Progress since being subject to special measures – inadequate.

Progress since the previous monitoring inspection – inadequate.

Newly qualified teachers may not be appointed.

Priorities for further improvement

- Take urgent action to improve the quality of teaching and learning in Key Stage 1.
- Remove the weaknesses in the senior management of the school.

I am copying this letter to the Secretary of State, the chair of governors and the Director of Children's Services for Kirklees.

Yours sincerely

A handwritten signature in black ink, appearing to read "Anthony Briggs". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Anthony Briggs  
Additional Inspector