

# Carlinghow Princess Royal Junior Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	107636
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	309454
<b>Inspection dates</b>	30–31 January 2008
<b>Reporting inspector</b>	Anthony Briggs

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Braodhead
<b>Headteacher</b>	Mrs Christine Jones
<b>Date of previous school inspection</b>	21 November 2005
<b>School address</b>	Ealand Road Carlinghow Batley West Yorkshire WF17 8HT
<b>Telephone number</b>	01924 326371
<b>Fax number</b>	01924 326373

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## Introduction

When Carlinghow Princess Royal Junior, Infant and Nursery School was inspected in November 2005 it was judged to require special measures because it was failing to provide an acceptable standard of education for its pupils. Subsequently, Ofsted Inspectors have made five visits to monitor the school's progress. This inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school. Many pupils are from disadvantaged homes as evidenced by the high levels of social deprivation and the higher than average proportion of pupils claiming free school meals. Virtually all pupils are from White British heritage and speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is above average and the number with a statement of special educational need is high. A local authority resource centre, under the direction of the governors, has 24 pupils with physical disabilities who regularly work alongside other pupils and there is a local authority Children's Centre housed in the school building. The headteacher took up post in January 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires special measures.

The school now provides a satisfactory education for its pupils. The resolute and sharply focused leadership of the headteacher has been pivotal in its improvement. Effective strategic planning, founded on accurate evaluation of strengths and weaknesses, supports her vision for the school's development. She has brought together a competent and committed senior leadership team and together with the governors they have established the necessary systems required to move the school forward. Consequently, leadership and management are good and governance is strong.

Pupils enjoy coming to school, as demonstrated by their positive attitudes to work and their improving attendance. They behave well in lessons and around school. Many pupils demonstrate an impressive level of maturity and sense of pride. They have the highest respect for the adults who work with them. They treat their classmates with consideration and many older pupils provide a good example for their younger counterparts. They are pleased to be part of a school that is improving.

Standards are below average overall and, although improving, could still be higher. Achievement is satisfactory. This is a significant improvement as a result of much better teaching especially in Years 5 and 6. Nevertheless, the school is still working hard to overcome the legacy of considerable underachievement in previous years. Standards in science are strongest but those in writing are much weaker. Teaching is satisfactory overall but is consistently strong in the Nursery and in Years 5 and 6. The best teaching is imaginative, enthusiastic and inspiring. Pupils love these lessons and relish the opportunities to take part in exciting practical activities. Not all teaching is of this standard and whilst generally satisfactory, it sometimes lacks the creativity and high expectations found in the best lessons. Teachers' marking is inconsistent because not all follow the school policy. Consequently, pupils do not always know what aspect of their work needs improving.

The school justifiably prides itself on fostering good standards of pastoral care. Pupils feel safe and really value the fact that there is always somebody to share a problem with should they need to. For many pupils the school is an oasis of calm from the difficulties they face outside school. Pupils' personal development is a strength and they turn into healthy, responsible young people as they progress through the school. They maintain a healthy lifestyle through lots of exercise, sporting opportunities and improved food and drink choice. School managers ensure that relevant safeguarding procedures are in place and regular training for staff, to keep them updated on such matters, is the norm.

Opportunities flourish for pupils to make a positive contribution to the work of the school and the local and wider community. Consequently, pupils develop self-confidence and positive relationships. The school works increasingly well with parents and has their growing support. Parents like the way in which the school offers so much to their children.

## Effectiveness of the Foundation Stage

### Grade: 2

Children's skills when they join the Foundation Stage are mostly significantly below those expected for their age. Many can only communicate at a very basic level and some are not yet

toilet trained. Exemplary arrangements and high quality teaching in the Nursery enables children to settle well and get off to a rapid start which is then built on successfully during their Reception year. This means that children make good progress in the Foundation Stage, especially in their personal development. However, by the time they enter Year 1, most children's skills are still below those expected and very few achieve above the goals in any area of learning. Staff develop good relationships with parents and provide very good guidance on how to support their children's learning at home. An exciting curriculum includes a wealth of opportunities to play and learn outside and well chosen activities that capture children's imagination. Good leadership and management mean that, despite considerable disruptions to staffing over a significant period of time, the Foundation Stage works as a coherent unit in which children grow to understand that learning is fun.

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

- Raise standards in all subjects but particularly in writing.
- Improve the quality of teaching to the level of that found in the Nursery and Years 5 and 6 to accelerate the rate of pupils' learning and raise their achievement.
- Improve the consistency and quality of marking so that all pupils know how well they are doing and how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Gaps in pupils' learning caused by past underachievement for all groups of pupils are gradually being overcome. As a result, pupils are now making satisfactory progress. In 2007 although the results at Key Stage 2 were well below the national average in English, mathematics and science, they showed improvement on the previous year. This is because of well-focused staff training, improved teaching and the way in which senior leaders hold staff to account for the progress their pupils make. At Key Stage 1, standards have been well below average for a number of years and in 2007 dropped below those of previous years. In this key stage there has been a legacy of weak teaching and unsettled staffing that had led to underachievement. This situation is now improving but gains in learning are small and standards are still below average by the end of Year 2. Pupils make excellent progress in Years 5 and 6 but still do not succeed in closing the gaps caused by previous underachievement. Across the school pupils make most progress in science, where they take delight in the practical tasks and responsibilities given to them to work in groups independently. Standards in writing are lower than in other subjects. Pupils say they find writing more difficult because they 'have a lot to remember' to 'get it right'. Their below average skills in spoken English also have an impact on their ability to write coherently and accurately. For all groups of pupils, including the high proportion of pupils with learning difficulties and/or disabilities, progress is accelerating. Teachers' increasing use of assessment information and setting of targets for pupils is helping to raise their levels of achievement although these targets are not yet used consistently throughout the school.

## Personal development and well-being

### Grade: 2

Pupils are very proud of their school and even those who are still in Key Stage 1 volunteer how much it has improved. They understand that they are here to work as well as to enjoy themselves, making comments such as, 'Nobody talks in lessons now. Everybody listens so you can learn a lot.' Good behaviour around school and in the playground helps to create an orderly, happy atmosphere in which pupils grow in confidence and self-esteem. They are enthusiastic learners. Pupils' spiritual, moral, social and cultural development is good. They have a clear understanding of the difference between right and wrong. They collaborate well with each other in and out of lessons. They are eager to make a contribution, whether through a community clean up, as a school councillor or prefect or through organising clubs. Their cultural awareness is developing well through their learning in lessons and also through getting to know pupils from a neighbouring school with a very different ethnic mix. Recently, pupils from both schools sang together at the town hall. Attendance levels are improving but are affected by some high levels of absence due to illness or injury. The school works very hard and effectively to ensure that most pupils attend school regularly.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory and improving. No inadequate teaching was observed. Teaching is at its best in the Nursery and in Years 5 and 6, where it is consistently outstanding. Satisfactory teaching is now the hallmark of Key Stage 1. Here, pupils learn adequately but staffing disruption and previous weak teaching has resulted in them not making as much progress as they should have done. Things begin to pick up in Key Stage 2 but teachers have to work very hard to plug the gaps in pupils' knowledge and understanding. Even the consistently high quality teaching found in Years 5 and 6 only results in pupils making satisfactory progress overall during their time at the school, because of previous underachievement. Nevertheless, teaching has improved considerably since the time of the last inspection and pupils value the way teachers make lessons much more interesting and engaging. The best learning takes place when teachers plan lessons that contain highly practical and creative activities that capture pupils' imaginations. This exciting teaching is beginning to be shared throughout the school and is starting to show whole-scale improvements. Learning mentors and teaching assistants provide high quality support; contributing greatly to the improved learning. Marking is not yet consistent. Some teachers adhere to the recent school policy and give helpful comments that ensure the pupils know how to improve their work. Other teachers just tick work or make brief comments such as 'more effort needed'.

## Curriculum and other activities

### Grade: 3

The curriculum has improved since the last inspection so that it now not only complies with statutory requirements but also caters adequately for the needs of differing groups of pupils. A wide range of small group sessions helps to boost pupils' academic and emotional progress. The more able Year 6 pupils greatly enjoy the recently introduced science sessions that excite their curiosity and challenge their thinking. Many pupils in both key stages take advantage of the varied menu of extra clubs that range from baking to performing arts. Increasing numbers

of parents join their children for lessons that are fun and extend their literacy and other skills. The strong emphasis placed on pupils' health and well-being is having a very positive effect on their personal development and enjoyment. Pupils have suitable access to information and communication technology and some are beginning to use it as a tool for learning, particularly word-processing. However, this is still quite new. The school is increasing the links made between different subjects, for example in one lesson older pupils used their knowledge about the water cycle when considering climate change, but such ways of teaching are at an early stage of development.

## **Care, guidance and support**

### **Grade: 2**

Staff work well with each other, outside agencies and, increasingly, parents to create the calm, predictable environment in which pupils say they feel safe. The school has very good knowledge of its pupils as individuals and also of the complicated family circumstances in which many of them live. The strong team of learning mentors provides valuable extra support to those who are particularly vulnerable, including running the popular breakfast club that is helping to improve some pupils' punctuality. Consistent behaviour management means that pupils are very clear about what is expected of them and are becoming increasingly aware of how they can help themselves, and others, to stay calm. Procedures are in place to promote child protection, health and safety. The sharply focused individual education plans are reviewed very regularly. They ensure that pupils with learning difficulties and/or disabilities receive well targeted academic and personal support that helps them make similar progress to their peers. Although teachers' marking does not always provide sufficient guidance, pupils do know their targets in reading, writing, mathematics and science and what they need to do to reach them.

## **Leadership and management**

### **Grade: 2**

There has been much instability of staffing at senior level over the last few years but with the governors' appointment of the visionary headteacher in January 2007 things have dramatically improved. The headteacher's relentless drive to eradicate inadequate teaching has resulted in much improved learning for all pupils. A new senior leadership team has been established and they have stepped up to the challenge of rapidly securing the necessary improvements. They feel empowered by the headteacher and know what needs doing and how to do it. Improved assessment and tracking of pupils' progress are having a positive impact so that standards are rising. Middle leaders have a secure understanding of performance data and know how to use it to help improve pupils' progress. Well focused external training has been provided to support middle leaders in carrying out their responsibilities. Morale is high in the school and pupils and parents appreciate the raft of improvements that have taken place. The school evaluates its provision accurately but modestly in places. Managers have identified suitable priorities for the future and plan effectively to achieve them. Since the last inspection there has been a significant improvement in the quality of governance, which is now good. Governors, under the strong leadership of the chair of governors, understand their role and make effective use of their expertise in providing both support and challenge to senior managers.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
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	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I am writing, as promised, on behalf of the inspectors to tell you the judgements we made about your school following our recent visit. Firstly, I want to thank you for being so friendly and helpful to the other inspectors and me. I have met many of you before on my other visits to your school and it was really good to hear you say 'Hello, Mr Briggs' in the car park and around the school. We decided that your school has improved a great deal and no longer needs the extra help it has been getting. We think that you all now get a satisfactory education with some things about it that are good.

We, just like you, were very impressed with the way the adults in school look after you and really care about how you are doing. We think that when you first start at Carlinghow you do really well in the Nursery, especially with developing important skills for later life. You told us how your behaviour and enthusiasm for learning has improved lots over the last 12 months and we agree that it is now good. You said, and we agree, that the school council, prefect system and all the other opportunities you get to take on responsibility all add to your enjoyment of school. We were extremely impressed with the quality of teaching you get in Years 5 and 6. These lessons are so much fun and full of imaginative activities that you all learn really well. I wish to especially thank those of you in Years 5 and 6 for the lovely star cushion you gave me.

As inspectors, it is our job to help schools to get even better. We have a few suggestions to help your school go from strength to strength and here they are.

- We want you to do better in all your subjects but to really work extra hard at improving your writing.
- We were so pleased with the teaching in the Nursery and Years 5 and 6 that we want all the teaching to be as good as that.
- We would like all your teachers to mark your work so that it helps you understand how well you are doing and tells you what you need to do to improve.

You have really helped to make your school better. Please keep on working hard for your teachers.