

# Carlton Central Junior School

## Inspection report

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<b>Unique Reference Number</b>	122523
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	314315
<b>Inspection dates</b>	31 October –1 November 2007
<b>Reporting inspector</b>	Gill Broadbent

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	155
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Vivien Cooke
<b>Headteacher</b>	Miss Julie Wardle
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	Garden Avenue Foxhill Road Carlton Nottingham Nottinghamshire NG4 1QT
<b>Telephone number</b>	0115 911 0402
<b>Fax number</b>	0115 911 0403

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<b>Age group</b>	7-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This below average size school serves an area of mixed private and social housing. The proportion of pupils entitled to free school meals is above average. A well above average proportion have learning difficulties and/or disabilities. Most pupils are of White British origin. A small number come from minority ethnic groups and few are learning to speak English as a second language. Pupils enter school with varying standards but they are usually average. The school went through a turbulent period due to frequent changes of school leaders, staff and governors from 2003 to 2005. The permanent leadership team have been fully in place since September 2006. The school is working towards an eco school award and is part of a national primary sports specialist project.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Turbulent times in the past have been overcome and there is now a harmonious, positive learning environment in a significantly improved building. Leadership and management are satisfactory and the school has a sound capacity to improve further. The key to success has been the appointment of a strong headteacher along with increased stability in staffing and governance. The clear direction set by the headteacher has been supported by staff, governors and the local authority. The headteacher shows determination and is focused on the most important issues for improvement. Checks by the headteacher and her deputy ensure that improvements are sustained especially in behaviour, the quality of teaching and learning, and in the relationship with parents. Subject leaders are knowledgeable, keen and eager to support school improvement but are not yet doing this effectively. Governors are supportive and challenging. They have successfully overseen significant improvements to the building and know the school's strengths and areas to improve. Everyone is realistic, knows accurately what still needs to be done and are determined to build upon their hard won improvements over the last two years.

Achievement is satisfactory although the impact of past instability in staffing is that standards are below average, especially in writing and mathematics, where fewer pupils reach or exceed the levels expected for their age. Teaching and learning are satisfactory and has improved since the previous inspection. There is far more good teaching now that staffing is stable. The effects of this are beginning to show in improved progress and achievement throughout the school, which parents recognise and appreciate. Nevertheless, levels of pace and challenge are still not high enough in a minority of lessons, especially for more able pupils. The school's thorough approach to assessment, target-setting and tracking is producing green shoots of success and is having a satisfactory impact on how well pupils attain and achieve. However, this wealth of information is not precise enough and is difficult for leaders to use efficiently when they evaluate the impact of their actions to raise standards and achievement.

Satisfactory provision for care, guidance and support has ensured that pupils become sensible young people who show kindness towards others. Pupils' spiritual, moral, social and cultural development is satisfactory. They have responded well to the school's drive to improve behaviour, which is good. Bullying is rare and pupils are confident that if it occurs, it is dealt with fairly and is prevented. The curriculum is satisfactory with some good aspects that add to pupils' interest and enjoyment. Pupils have positive attitudes to school and their attendance has improved, although it is below average. Pupils' enjoyment of school is good and they show their enthusiasm when curriculum activities are challenging, although school is, rightly, seeking to strengthen the teaching of basic skills by finding creative ways to link subjects. There is a good take up of healthy school lunches and sports activities are very popular. The primary sports initiative is showing signs of adding to the school's determination to encourage parents to ensure their children attend regularly and punctually.

### What the school should do to improve further

- Raise standards and achievement by ensuring that work is consistently challenging so that more pupils attain or exceed nationally expected levels, especially in writing and mathematics.
- Develop the role of subject leaders so that they contribute more effectively to school self-evaluation and raising standards and achievement.
- Raise achievement by making the curriculum more challenging, creative and engaging.

- Streamline the school's assessment systems so that the information is more precise and readily available to enable leaders to evaluate efficiently the impact of their actions to raise standards and achievement.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Historically, pupils' attainment on entry to the school has been average, although for the current Year 3 it was below average. National assessment and the school's own assessment data indicates that, over successive years standards improved but were well below average and, by the end of Year 6, pupils were underachieving. However, significant improvements in teaching and pupils' behaviour have seen an upward turn in the progress pupils make. Currently, across the school, progress is never less than satisfactory and where teaching is good the rate of pupils' progress accelerates markedly. By the end of Year 6 standards are below average overall but this represents satisfactory achievement given their lower starting points in Year 3. However, there is still room for improvement, especially in raising standards and achievement in writing and mathematics, where fewer pupils reach the expected Level 4 and the above average level 5.

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

### **Grade: 3**

Pupils know the difference between right and wrong and take responsibility for their actions. They are courteous as they explain their views clearly to other pupils and adults. Pupils have responded well to the school's promotion of racial equality. They are friendly and helpful towards pupils who are from other cultures or newly arrived from another country. Pupils' good behaviour and their positive attitudes to learning contribute much to making the school a secure and happy place in which to learn. However, though attendance has improved, it remains at a lower level than that in schools nationally. Pupils work co-operatively in pairs, groups and teams such as in meetings of the school council and team sports. This contributes to them developing a satisfactory level of skills for their future lives and economic well-being. The eco-warriors are proud to promote care for the environment and help to reduce waste, which makes a sound contribution to the wider community. They are usually confident and their ability to show initiative and to assess their own learning is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

An increase in good teaching is improving how well pupils achieve. The headteacher has taken the necessary steps to eradicate any unsatisfactory teaching. Across the school, pupils are managed well and this together with good relationships between pupils and with adults helps to create a purposeful learning environment. The support of teaching assistants makes a good contribution to how well pupils learn. Some lessons are packed full of pace and challenge. Here, tasks capture and maintain the interest and imagination of pupils. As a result, pupils' motivation is high and their rate of progress is good. There are other lessons in which these key features are not present. Some of these lessons are too long and not planned well enough so the pace of learning and the rate of pupils' progress slows down. Assessment is satisfactory. The school collates a good deal of assessment information but this is not always used well to guide and

inform teaching. The marking of pupils' work is satisfactory but its quality varies. Some marking provides pupils with clear pointers for improvement but this good practice is not a consistent feature throughout the school.

## **Curriculum and other activities**

### **Grade: 3**

Satisfactory provision is made for developing pupils' literacy, numeracy and computer skills. Although the school is aware, it has not yet established the promotion of these key skills in a really challenging, creative and imaginative manner across different subjects. Positive features of the curriculum are that pupils have the opportunity to learn a foreign language and some pupils learn to play a musical instrument. The provision made for pupils with learning difficulties and/or disabilities is satisfactory. The school is now improving its provision for pupils with particular gifts and talents. For a small school, a wide array of enrichment opportunities are on offer including visits, visitors, a residential trip plus clubs that include many sporting activities, eco warriors, singing and first aid. The curriculum is effective in promoting pupils' satisfactory capacity to stay healthy and safe and to value the local community as an important learning resource.

## **Care, guidance and support**

### **Grade: 3**

The school provides a safe, caring and supportive environment. Liaison with other agencies, schools and partners gives pupils sound support and guidance they need to ensure their well-being. The school meets the latest statutory requirements for the safeguarding of pupils. Parents of children new to the school say that their children have settled well because of the good support provided by adults and older pupils. Parents say that the good guidance provided by staff, through setting challenging targets and sharing these with them and their children, helps to support learning at home. The checks made on pupils' progress are satisfactory. The staff identify the needs of pupils with learning difficulties or disabilities and those learning to speak English. All these pupils receive the support and guidance they need to make at least satisfactory progress.

## **Leadership and management**

### **Grade: 3**

Since appointment in September 2005, the headteacher has gained the confidence of staff and governors and has created a whole team pulling in the same direction. Rigorous monitoring by the headteacher linked to performance management has ensured that the legacy of underachievement is being successfully overcome. The school's self-evaluation is accurate and is used effectively to prioritise improvements and develop a detailed action plan in pursuit of these. Governors are in the early stages of contributing even more effectively to school self-evaluation through their links with subject leaders. The school's methods of tracking and analysing pupils' progress and setting targets for standards are satisfactory. The headteacher and the newly appointed deputy headteacher monitor the impact of the actions taken to improve standards and achievement and adapt plans skilfully to make sure that they stay effective. However, the school's data on progress is not sufficiently precise or easily accessible. As a result, senior managers and subject leaders are hindered in evaluating the impact of their actions to raise standards and achievement.

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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?	3
The capacity to make any necessary improvements	3

### 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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
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	3
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

<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>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

2 November 2007

Dear Pupils

Inspection of Carlton Central Junior School, Carlton, Nottingham NG4 1QT

Thank you for making us so welcome when we visited your school recently. This letter is to tell you some of the important things we found out about your school.

Your school is satisfactory and now that you have the same headteacher and staff regularly, things have improved and more of your lessons are now being taught well. The school looks bright and well cared for so that you have pleasant surroundings. You reach standards that are below average, but have achieved reasonably well. This is because you work hard and enjoy learning, especially when you have interesting, challenging lessons. Your behaviour is good, which makes your school a place where you can learn and play together happily. There is hardly any bullying and if it happens, it is dealt with and prevented. You are thoughtful towards each other. You welcome and support new classmates and help younger children to settle into their new school.

The staff and governors want your school to be even better and have confirmed that they will:

- raise standards and achievement especially in writing and mathematics so that more pupils reach the normal or higher levels for their age
- develop the work of subject leaders so that they can help to raise standards and achievement even more
- make the curriculum more challenging, creative and interesting by providing more topics that link subjects
- streamline the school's assessment systems so that leaders can check how well standards and achievement are improving more efficiently.

You can help too by making sure you always do your best and keep up your good behaviour.

Yours sincerely

Mrs Gill Broadbent

Lead inspector