

CfBT Inspection
Services
Suite 22 West
Lancs
Investment
Centre
Maple View
Skelmersdale
WN8 9TG

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct Tel: 01695 566930
Direct Fax: 01695 729320
glaw@cfbt.com



16 November 2007

Mrs Christine Jones
Headteacher
Carlinghow Princess Royal Junior Infant and Nursery School
Ealand Road
Carlinghow
Batley
West Yorkshire
WF17 8HT

Dear Mrs Jones

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

Following my visit with Brenda McIntosh, Additional Inspector, to your school on 14 and 15 November 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the fifth monitoring inspection since the school became subject to special measures in November 2005. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – good

Newly qualified teachers may be appointed.

This letter and monitoring inspection report 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.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director for Children and Young People for Kirklees.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Anthony Briggs', written over a white background.

Anthony Briggs
Additional Inspector

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

Report from the fifth monitoring inspection: 14 and 15 November 2007

Evidence

A particular focus of the visit was the quality of education in Key Stage 1 and the quality of leadership and management. 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 a Key Stage 1 teacher has resigned and the temporary deputy headteacher has left. The senior leadership team has been completely restructured. The assistant headteacher has taken the post of acting deputy headteacher but has been off sick since October. One permanent and one temporary assistant headteacher have been appointed from the current staff and a newly appointed temporary primary strategy manager has been placed in Year 3. A new teaching assistant has also been appointed.

Achievement and standards

The provisional 2007 results for Key Stage 2 show an improvement in the proportion of pupils attaining the expected levels in English, mathematics and science. The proportion of pupils reaching the higher levels in English and science also improved but declined in mathematics. Improvement in science was marked when compared to the results in 2006. Despite these gains, however, standards remain too low and result from years of underachievement. As in 2006, writing scores were again very low, with only about a third of the year group achieving the expected level for their age. Pupils with learning difficulties and/or disabilities made slightly better progress than their classmates and did well in the national tests in relation to their abilities.

Teachers' assessments at the end of Key Stage 1 in 2007 showed a further dip in pupils' performance compared with 2006. Standards remain too low. The poor results reflect underperformance owing to the weaknesses in the teaching that this group of pupils previously experienced.

Children continue to get a good start in the Foundation Stage, although by the end of Reception their skills are still below those expected for their age. The 2007 Foundation Stage data indicates that children's performance in communication, language and literacy and personal and social development has risen substantially from 2006 and is moving closer to the average for the LA.

The school has continued to improve its systems for tracking pupils' progress. Staff are making better use of the assessment information to accelerate pupils' progress in

lessons. Current assessment data indicates that more pupils are progressing at a rate above that expected nationally. This is helping to eliminate the effects of past underachievement, and recent data shows that standards are beginning to rise throughout the school. The school is mindful that improvements in mathematics lag a little behind and is taking further steps to tackle this. A recent initiative to improve pupils' writing skills is already helping to raise standards and achievement.

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 – satisfactory.

Personal development and well-being

Standards of behaviour and pupils' attitudes towards school have improved even further since the last visit. Pupils have an increased awareness of how to conduct themselves in order to make the most of their learning. In the lessons observed, pupils' behaviour was never less than good. They are becoming much more involved in their own learning and gaining a better understanding of how to improve their work. Pupils of all ages speak with enthusiasm about the recently introduced 'punctuation pyramids' and 'Kung Fu punctuation' and how they are using them to improve their writing. They now recognise and talk about their own achievements and this is clearly helping to raise aspirations and increase their self-confidence.

Pupils value the new opportunities to take on responsibilities. Older pupils take their roles as prefects and house captains very seriously. They know it is their job to set good examples to other pupils and do so diligently because they want to hold on to their badge. Pupils continue to make good use of the wide range of activities on offer at playtimes and lunchtimes, which promote positive social skills and provide lots of opportunities for physical exercise. They speak passionately of the way in which this has virtually eliminated bullying and anti-social behaviour.

The school is having greater success in involving parents in their children's learning, particularly in helping to raise standards in reading. Recent initiatives such as the review day are making a difference in connecting with parents and gaining their support and interest. Staff continue to work hard with parents to emphasise the importance of regular attendance to their children's education. Despite a serious bout of sickness that affected a significant number of pupils, the level of attendance continues to rise.

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

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

Quality of provision

Achievement is now stronger owing to significant improvements in the quality of teaching. Teachers have higher expectations of what pupils can and should do;

lessons are more structured and have a range of engaging tasks that better match the needs of all pupils. Consequently, pupils are learning more and beginning to make better progress. Teachers rarely have to deal with behaviour issues because pupils are much more interested in their work and have little opportunity to become distracted. Teaching in the Foundation Stage continues to be strong. This results in pupils making substantial progress from their exceptionally low starting points. The quality of teaching in Key Stage 1 has significantly improved since the last visit. For the first time since the school was placed in special measures, no inadequate teaching was observed. However, teaching in Key Stage 1 is not yet as good as teaching in the rest of the school. Pupils now have a more appropriate curriculum that continues from the Foundation Stage and, because teachers plan work more thoroughly, pupils are often more focused. Although planning is detailed, some lessons still lack sparkle and teachers do not always deliver the planned tasks in imaginative ways. Teaching in Key Stage 2 remains strong. Imaginative, exciting and engaging lessons continue to be the norm in Years 5 and 6. These outstanding lessons often create opportunities for pupils to be awestruck and marvel at new and exciting things.

Teachers have a better understanding of assessment data than previously. They use it more to inform their planning and to enable them to check accurately on how well each pupil is doing. Consequently, pupils are becoming more aware of the progress they are making in their work and how to improve to the next level. Teaching assistants are involved in the planning process and this has resulted in them having a clearer understanding of their role in lessons. They contribute effectively to pupils' learning and are making a real difference to the progress pupils make.

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

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

Leadership and management

The members of the new senior leadership team have a shared determination to raise standards. Although very recently formed, the team has quickly developed a secure understanding of the strengths and weaknesses of the school and has appropriate plans to address the issues the school faces. The leadership of the headteacher goes from strength to strength. She has the overwhelming support of staff, parents, governors and pupils. They know that she has the right strategies to move the school forward and inspectors agree. The headteacher and governors have taken some tough decisions but they have paid off, with improved teaching and stronger management. As a result of support from an external consultant, there has been a step change in the attitudes of the middle leaders. They have got to grips with data analysis and now understand the root cause of why pupils have been underachieving. Governance continues to develop. Governors regularly visit school to see for themselves how things are improving. They hold the school much more to account and give valuable support to senior managers.

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

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

External support

The LA recognises that standards are too low but that there are signs of improvement. It has responded positively following the last monitoring visit and has taken appropriate steps to support the school in tackling the priorities identified. Support has been extensive and the LA now realises that the school is in a better position to take responsibility to evaluate its own effectiveness and build its capacity to sustain improvement. Plans are in place to phase out the current level of support in order to let the able senior leaders fully take the reins in time for the next inspection.

Priorities for further improvement

- Embed the recent strategies to raise achievement at Key Stage 1.