

Carlinghow Princess Royal Junior Infant and Nursery School

Inspection report

Unique Reference Number	107636
Local Authority	Kirklees
Inspection number	336926
Inspection dates	10–11 February 2010
Reporting inspector	Michael Sheridan HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	John Broadhead
Headteacher	Mrs Christine Jones
Date of previous school inspection	30 January 2008
School address	Ealand Road Carlinghow Batley WF17 8HT
Telephone number	01924 326371
Fax number	01924 326373
Email address	head.carlinghow@kirklees-schools.org.uk

Age group	3–11
Inspection dates	10–11 February 2010
Inspection number	336926

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors visited 18 lessons and observed all teachers. They held meetings with governors, staff, groups of pupils, parents and carers, a representative from the on-site children's centre and professionals from other agencies that work with the school. They observed the school's work and looked at the school's tracking data, pupils' work, minutes from meetings, the school's procedures for monitoring the quality of teaching, reports from the local authority and the school's development plans. Inspectors analysed the views of parents and carers expressed in 91 questionnaires and in one phone call.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's ability to maintain the improvements made since the last inspection
- the impact of measures to tackle underachievement in English
- the effectiveness of the school's partnerships in supporting vulnerable pupils and overcoming barriers to learning
- the effectiveness of the school's integration of pupils with physical and complex disabilities

Information about the school

Carlinghow Princess Royal Junior Infant and Nursery School is a larger than average primary school situated in West Batley, an area with considerable social and economic disadvantage. The proportion of pupils eligible for free school meals is much higher than the national average, as is the proportion of pupils with special educational needs and/or disabilities. The Early Years Foundation Stage comprises a Nursery and two Reception classes. The school has a resourced unit to provide care and support for up to 16 pupils with complex physical disabilities. The number of pupils from minority ethnic groups is just below what is typically found but this figure is rising. The school shares its site with a Sure Start children's centre that is run by the local authority. There have been a number of staff changes since the last inspection. Three new teachers were appointed at the beginning of the academic year and three temporary teachers were given permanent contracts. The substantive deputy headteacher was absent from school during the inspection and a temporary deputy headteacher has been in post for three days a week since January.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school provides a satisfactory quality of education. It is an improving school. Pupils' attainment is low when compared with national averages. However, pupils have made satisfactory progress since the last inspection and many are now making good progress, particularly in the Early Years Foundation Stage and in Key Stage 1. The school has a very welcoming and positive ethos. It provides first-rate care, support and guidance, including for those pupils with physical and complex disabilities. The school is calm and orderly. Pupils are keen learners and the school has the full confidence of parents and carers.

The school has rightly focused on improving the quality of teaching and ensuring that pupils are very well supported. A dedicated pastoral team skilfully works with individuals and groups of pupils so that they feel safe in school and are ready to learn. This, along with excellent partnerships with other professionals, including those from social services, health professionals and community workers, helps overcome the many and varied barriers that some pupils and their families face.

The curriculum is satisfactory overall, and improving. In Key Stage 1 it is effective in meeting the needs of pupils and in ensuring their motivation and enjoyment of lessons. It is based on a continuation of the approaches to learning in the Early Years Foundation Stage. All aspects of the National Curriculum are covered in the themes pupils study and basic skills receive prominent attention. The curriculum in Key Stage 2 is under development to reflect the effective practice seen in the classes for younger pupils, but is not, as yet, developed sufficiently well to ensure that all pupils make consistently good progress in the core skills required by the different subjects of the National Curriculum. Senior leaders are sharply focused on improving pupils' learning experiences. They have effectively eradicated inadequacies and continue to lead improvements with determination and vigour. Leaders have demonstrated their continued capacity to raise standards and can point to striking examples of their success. These include the improvements in teaching across the school, the transformed curriculum at Key Stage 1, the improved attendance of pupils and the highly effective support and care systems in place. These are all leading to improved outcomes and better life chances for pupils. Staff are highly supportive of members of the senior leadership team and are enthused by their vision for the school. Newly formed curriculum development teams have replaced traditional subject leadership roles. However, the systems in place to allow these groups effectively to plan and evaluate the school's improvement are new and need to be developed further.

What does the school need to do to improve further?

- Raise standards and improve literacy and workplace skills across the curriculum by:
 - reducing the time some teachers spend presenting information to pupils
 - increasing opportunities for pupils to develop those skills needed to solve problems, work collaboratively and contribute to discussions
 - planning for and sharing with pupils the specific speaking and writing skills that they are to learn.
- Improve the effectiveness of middle managers by:
 - training middle managers in techniques for self-evaluation and planning the school's development
 - coaching staff in the analysis and use of data, and of observations of teaching and learning, to identify priorities for improvements
 - developing systems for evaluating the impact of strategies for the school's improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment at the end of Key Stages 1 and 2 is low. However, in relation to the very low starting points of many pupils, this represents satisfactory progress overall. Attainment is beginning to rise as pupils build successfully on more consistent learning in the Early Years Foundation Stage and in Key Stage 1. In the large majority of lessons observed, pupils made good progress.

Pupils enjoy their learning a great deal. They are keen to learn. Relationships between staff and pupils are positive and pupils trust their teachers. In the best lessons pupils rise to challenges and try really hard because they know their efforts will be appreciated. Even in the minority of lessons where teaching was less effective, pupils still listened patiently and tried hard. The school has successfully developed an ethos where pupils expect to learn. Support for pupils with special educational needs and/or disabilities, including those who are supported through the resourced unit, is very strong. This support enables these pupils to access the curriculum well and make good progress alongside their peers.

Pupils know how to stay safe. They are considerate of others around them, including physically disabled pupils. Pupils say that they feel safe in school and know that the adults will help them if they have any problems. Pupils willingly take on responsibility. In Key Stage 1 pupils tidy up well, work effectively with each other and learn to care for people and property. In Key Stage 2 pupils take on significant positions of responsibility, for example as prefects. They regularly raise money for good causes. They play an active part in improving their school and the wider local community, for example

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

through a community clean-up project. Pupils enjoy healthy meals in school and participate in a wide range of activities that contribute to their health and emotional well-being. They know what constitutes being healthy and understand the consequences of the decisions they make. Many pupils take part in extra-curricular sport, with sports coaches providing a wide range of opportunities, both within and beyond the timetabled day.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has improved since the last inspection, particularly in Key Stage 1. Lessons are typically good, although a small minority of teaching is no better than satisfactory. In good lessons teachers make effective use of assessment information to plan relevant activities for groups and individuals. Pupils are given the opportunity to develop a wide range of skills and work conscientiously together and independently. In these good lessons teachers spark enthusiasm and excitement with interesting subject matter and ask probing questions that allow pupils to develop their own ideas. In the very best lessons teachers use this enthusiasm to engage pupils in highly focused activities that

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

develop literacy, numeracy and other key skills. In the lessons that are less effective teachers use interesting subject matter, but spend too much time talking to the class. These lessons lack focus because the activities are not carefully planned and teachers have not thought enough about the skills they want pupils to develop.

The curriculum is satisfactory with significant strengths. The school has developed the curriculum in Key Stage 1 so that it better reflects the experiences children had in Reception classes. This has proved to be very effective. Pupils engage in a wide range of activities and make good progress. As a result, pupils are well prepared for the next stage in their education. The themed-based curriculum at Key Stage 2 is very new and is yet to be fully implemented. This curriculum is intended to enable pupils to develop skills for their future economic well-being, including those of literacy and numeracy. However, not all teachers effectively plan the development of these skills alongside the wider requirements of the National Curriculum. As a result, too many opportunities for pupils to develop skills are missed. Planned activities, while interesting, too often lack focus. Literacy and numeracy continues to be taught discretely and it is in these sessions that pupils make the best progress.

Pupils with physical and complex disabilities are included in the full range of the school's activities, including in sport. The whole range of disabled pupils' needs are met in a coherent way as a result of the school's very effective partnerships with health and education professionals. The school has invested strongly in pastoral support for pupils and in establishing close links with parents and carers. The positive impact of this provision is felt by all pupils, for example through the extensive range of activities provided by pastoral staff in the morning, over lunchtime and after school. However, the pastoral care is particularly effective in supporting pupils with social and emotional difficulties and with turbulent home lives, so that they are able to succeed at school. The care staff have important and close links with parents and carers, and with community and external agencies, including the neighbourhood police. The provision, overall, is of outstanding quality. Even so, the school is developing further its links with parents and carers, and with the on-site children's centre.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders have been very effective in driving necessary improvements. They have the commitment of staff in the school and together they have a clear view of the next

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

steps to improve the school further. Recently developed middle management teams are enthusiastic and anxious to have an impact on the school's improvement. Their views about priorities have been formed into adequate development plans for the school. Senior leaders recognise the need for these to have a sharper focus and to be based on appropriate priorities. To this end, senior leaders have appropriately placed themselves within these teams to act as coaches, but this work is at a very early stage.

The governing body has a clear picture of the school's strengths and areas for development. It is effective in providing challenge and support to senior leaders. The Chair of Governors provides strong leadership and the governing body meets all its statutory responsibilities, including those relating to safeguarding, child protection and risk assessment.

Leaders have created an ethos in school which effectively promotes equality of opportunity. Different groups of pupils are monitored carefully to ensure that no group is falling behind. Incidents of racism are rare and are dealt with quickly. The school is particularly effective at promoting equality for pupils with physical and complex disabilities. Adaptations in the curriculum, a well-designed building and the excellent quality of support enable physically disabled young people to participate in and enjoy the vast majority of available opportunities alongside all other pupils. Where this is impracticable, the school successfully seeks comparable alternatives.

The school has effectively audited its provision to promote community cohesion. Action has been taken to promote pupils' understanding of the diversity of the wider community. For example links have been formed with other schools that represent a broader representation of the diversity of the United Kingdom. The school is highly effective at promoting community cohesion in the school community. Appropriate opportunities have been developed in the curriculum to promote pupils' understanding of different lifestyles and cultures globally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

The effectiveness with which the school deploys resources to achieve value for money	3
---	----------

Early Years Foundation Stage

Children get off to a very good start in the Early Years Foundation Stage. Most children enter Nursery with skills, knowledge and understanding at levels that are low in relation to the levels of most children of their age. This is most marked in their lack of communication skills and in their poor social and emotional development. Good and sometimes outstanding provision in the Nursery and in Reception leads to consistently good progress. Provision is of good quality indoors and in the outside area. Excellent care and support for children and the development of strong relationships with parents and carers ensure that children settle well, are happy and grow in confidence and self-esteem. Children's individual developmental and learning needs are very carefully assessed and their progress records, shared regularly with the children and their parents and carers, are of the highest quality. Children with additional needs are identified quickly and the Early Years Foundation Stage is very effective in providing for such children, including those with physical disabilities. Every week staff consider what children have learned or need to reinforce and then adjust their future plans to extend learning or plug gaps. Children make a good start to early reading and writing. By the end of Reception children have made up much ground in their learning, although the majority are still working towards the level expected for children moving on to Key Stage 1. The leadership and management of Early Years Foundation Stage are good. Staff work well as a team and the very good start children make ensures that they begin Key Stage 1 as highly motivated learners who thoroughly enjoy school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who expressed views are happy with the experiences that their children receive and say that their children enjoy school. Conversations with pupils confirmed this. Inspectors talked to some parents and carers who said they appreciate the support that the school gives them and their children. Many reflected positively on the improvements seen in the school over the past few years. Inspectors recognised the many strengths and improvements parents and carers referred to. A few parents and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

carers gave inspectors written comments that were critical of the school's work. Analysis of these showed no particular trend in these concerns. They were brought to the school's attention and were considered in reaching final judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carlinghow Princess Royal Junior Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	59	36	40	0	0	1	1
The school keeps my child safe	56	62	33	36	1	1	1	1
The school informs me about my child's progress	48	53	40	44	3	3	0	0
My child is making enough progress at this school	46	51	38	42	7	8	0	0
The teaching is good at this school	43	47	46	51	2	2	0	0
The school helps me to support my child's learning	44	48	40	44	6	7	1	1
The school helps my child to have a healthy lifestyle	43	47	47	52	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	32	52	57	4	4	1	1
The school meets my child's particular needs	36	40	49	54	2	2	2	2
The school deals effectively with unacceptable behaviour	44	48	40	44	5	5	2	2
The school takes account of my suggestions and concerns	30	33	51	56	7	8	2	2
The school is led and managed effectively	32	35	50	55	6	7	0	0
Overall, I am happy with my child's experience at this school	41	45	46	51	0	0	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 February 2010

Dear Pupils

Inspection of Carlinghow Princess Royal Junior Infant and Nursery School, Batley, WF17 8HT

You may remember that I recently visited your school along with two other inspectors. This letter is to let you know what we found out. Your school is providing you with a satisfactory education, overall, and there are many things that we found at your school that we were impressed with.

First of all, we were really impressed with your behaviour in class and around school. You really are fantastic ambassadors for your school and I know that your headteacher and teachers are very proud of the way that you behave.

We found that you are well supported in school and that teaching is usually good. Many of your lessons are interesting and, because of this, you work hard and enjoy your learning. We did find that in some lessons you do have to listen to the teacher for too long. We think that this time would be better used for you to practise other skills, such as writing, speaking and listening, working in teams and problem solving. It is important that you listen to what your teachers have to say, but we want them to think about ways they could help you more to find things out for yourselves.

We have also asked the school to involve more teachers in seeing what works well and what could be changed to make things even better.

I would like to finish by saying that we were all particularly impressed with how hard you tried in lessons and how well you all got on with each other. You left us with the feeling that your school was a really happy place to be. I wish you all the very best for the future.

Yours sincerely

Mr Michael Sheridan

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.