

# Inspection of a good school: Carlton Junior and Infant School

Off Upper Road, Batley Carr, Dewsbury, West Yorkshire WF13 2DQ

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Inspection dates: 10–11 December 2019

## **Outcome**

Carlton Junior and Infant School continues to be a good school.

## **What is it like to attend this school?**

Pupils at this school show their excitement in learning. The school's vision of 'dream, aspire, achieve beyond excellence' is visible around the school. Leaders have high ambitions for pupils. Pupils can talk about school values and they have created characters for each one, so they can be like them.

Pupils welcome visitors and are keen to talk about their learning. They are proud to belong to their school. Some pupils have leadership roles and enjoy having a responsibility. They are enthusiastic about the things the school offers them. There are a lot of interesting displays which show how pupils have engaged in different community art projects. Pupils' artwork is of a high quality.

The behaviour of pupils around school is exemplary. There are clear routines which are followed by everyone. In lessons, pupils are diligent and keen to do their best. Pupils told me that bullying is rare. Staff help pupils to repair relationships when pupils find it hard to do so themselves.

Some parents and carers are very positive about the school. They know their children are happy and safe. They said their children are well taught. However, there are some parents who do not feel listened to despite the actions of leaders to encourage them to have their say.

## **What does the school do well and what does it need to do better?**

Strong leaders have designed an ambitious curriculum to meet the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders have also thought about the best way to promote a love of learning. Staff have been well trained to deliver the curriculum. Pupils love their lessons. They receive strong teaching that is at the right level so they can learn. They enjoy exciting learning that captures their interest. Pupils aim to do their best work every time. Teachers can spot when any pupils need extra help. They adapt their teaching to ensure that pupils understand what they are doing. Every

minute of every lesson is used to maximise learning.

Children learn phonics as soon as they start in Reception. Parents can attend workshops at the school so they know about phonics and how they can help their child at home. Staff know how to teach pupils to read successfully. Pupils who struggle to read catch up quickly. Leaders have invested in the library and bought new books to encourage pupils to read often. Pupils choose high-quality books to read for pleasure. They can take them home so they can practise their reading. Pupils talked about the books they have read in class. They know which authors they like. Their teachers model how to read with expression and accuracy. Pupils hear adults read to them daily. They follow the text and value the chance to read aloud for their peers. Pupils' progress in reading is very high.

Mathematics is very well led. Teachers have effective support to enable them to deliver the curriculum. Pupils make exceptional progress in developing fluency, reasoning and problem-solving skills. They show their understanding in different ways using counters, diagrams and equations. Pupils are confident about mathematics. They apply their knowledge and skills in new learning. Teachers know what pupils can do and the next steps they need to follow to improve further.

Physical activity encourages pupils to be healthy and active. Younger pupils know how exercise affects their body. For example, they know their heart beats faster and they get hot. Pupils can try different sports including football, orienteering, fencing, boccia and multi-sports. Some pupils are sports leaders. They set up games for their peers at break- and lunchtime. Sports coaches run clubs at lunchtime and after school. Pupils develop their fitness and their skills. Pupils represent the school in competitions and events with other schools too.

The personal development of pupils is a priority. There are visits to museums and places of interest in the community. The pupils can also take part in residential visits. Some visits are international, such as a cruise to Amsterdam. They provide rich experiences so pupils widen their horizons. Pupils have raised funds for different charities. The school has won national awards for the way it promotes the spiritual, moral, social and cultural development of pupils.

Some pupils do not attend school as well as they should. In some cases, this is due to holidays during term time. The school promotes the importance of attending school every day.

School leaders and governors are passionate about pupils being the best they can be. They want all pupils who leave the school to be ready for secondary education. The governing body has recently appointed new governors. The local authority has supported them. Governors need to receive training so they can give robust support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors ensure the procedures for checking and recruiting staff are robust.

Staff have received recent safeguarding training. They have regular updates so they can identify the signs that cause concern. As a result, they take swift action to ensure pupils receive the help they need. All staff and pupils know whom to talk to when they have a concern.

Pupils learn how to keep themselves safe, including online safety. The website provides information for pupils and parents on safeguarding. It includes the safe use of the internet at home.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The current strategies to improve dialogue with parents are not reaching all of them. Consequently, some parents do not feel they receive the information they need to be able to fully support the school and this can prevent sustainable relationships from developing. Leaders need to consider how they can build strong relationships, so that all parents have confidence in the school.
- Strategies to improve and sustain improvements in attendance are not as effective as they need to be. Too many pupils are absent from school too often. Leaders need to develop a more strategic approach to tackling absence so that attendance improves and persistent absence decreases.
- The governing body has recently undergone some significant changes in its membership. Consequently, governors' knowledge is developing. Leaders should ensure that governors receive the support and training they require to strengthen their effectiveness.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2015.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 107600   |
| <b>Local authority</b>                     | Kirklees   |
| <b>Inspection number</b>                   | 10088898   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 214  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Amir Afzal   |
| <b>Headteacher</b>                         | Rizwana Ahmed Mahmood  |
| <b>Website</b>                             | <a href="http://www.carltonji.org.uk/">www.carltonji.org.uk/</a> |
| <b>Date of previous inspection</b>         | 31 March – 1 April 2015  |

## Information about this school

- The school is smaller than the average-sized primary school.
- Many pupils joining the school are in the early stages of learning to speak and communicate in English.
- The school runs a breakfast and after-school club.

## Information about this inspection

- I held discussions with the chair of the governing body, the headteacher, deputy headteacher, curriculum leaders and the leader for SEND.
- I spoke to the local authority officer who provides support for the school.
- I spoke to the school business manager and an administrator to check the single central record and vetting records. I looked at training records of staff for safeguarding. I had a meeting with the headteacher and pastoral leader, who are two of the designated safeguarding leaders, to consider the effectiveness of child protection and safeguarding procedures.
- I spoke to some parents to seek their view of the school. I also considered the 46 responses to the online survey, Parent View.

- I analysed the 17 results of the online staff survey and spoke to staff who perform different roles across the school, including teachers, office staff, support staff and trainee teachers on placement.
- I spoke to pupils during lessons, breaktime and in after-school clubs to ask them about their learning and behaviour. I asked them how safe they feel in school.
- I focused on reading and phonics, mathematics and physical education. I visited parts of lessons with curriculum leaders. I looked at examples of pupils' work and heard pupils read. I looked at examples of the school's work to provide opportunities for their wider development.
- I considered school documentation, including leaders' evaluation of the school's effectiveness, the school development plan, minutes of meetings of the governing body, together with the headteacher's reports to governors.

### **Inspection team**

Louise Greatrex, lead inspector

Ofsted Inspector

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