

Carrington Junior School

Chapel Lane, Flackwell Heath, High Wycombe, HP10 9AA

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well from their starting points in Year 3. Throughout the school their progress is improving in reading, writing and mathematics.
- Pupils leaving the school in Year 6 this year have reached much higher standards than has been the case in the past.
- The quality of teaching is good. Teachers make lessons interesting and, as a result, pupils learn well.
- Pupils behave well around the school and want to learn.
- Pupils are well cared for and the arrangements to keep them safe are good.
- The headteacher is ambitious for the pupils and is determined that they should do as well as possible. In this endeavour, other leaders and governors support her very well.
- Leaders and governors have improved the quality of teaching since the previous inspection, which has resulted in better progress for pupils.
- Pupils with autism in the Additional Resource Provision are very well supported and make good progress as a result.
- The school promotes pupils' social, moral, spiritual and cultural development well.

It is not yet an outstanding school because

- Teaching is not yet enabling all pupils to make rapid progress.
- A small minority of parents do not have confidence in aspects of the school's work.

Information about this inspection

- Inspectors observed teaching and learning in 12 parts of lessons. Several of these observations were conducted jointly with the headteacher.
- Meetings were held with the headteacher, senior and middle leaders, a group of pupils, the Chair of the Governing Body and other members, and a representative of the Buckinghamshire Learning Trust.
- The inspection team took into account the views of 38 parents expressed in their responses to the on-line questionnaire Parent View. They also took account the responses of 81 parents to a recent school survey.
- Inspectors also considered the 24 responses of staff to a questionnaire.
- The inspection team also looked at a range of school documentation including information about pupils' attainment and progress, the school's self-evaluation, and documentation related to the safeguarding of pupils.

Inspection team

Graham Lee, Lead inspector

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- Carrington Junior is similar in size to the average primary school.
- Most pupils are of White British heritage. About one in five is from a wide range of other ethnic backgrounds. Very few speak English as an additional language.
- The proportion of pupils with disabilities or special educational needs supported at school action is well above average. The proportion of these pupils supported at school action plus or with a statement of special educational needs is also above average.
- Most of the pupils with statements of special educational needs are in the eight-place Additional Resource Provision (ARP). This is a facility for pupils with autism.
- The proportion of pupils supported through the pupil premium is a little below average. This is additional funding provided by the government to support pupils, in this school, who are eligible for free school meals or looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils in Year 4 were not in school during the inspection as they were on a residential visit.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by ensuring that teachers:
 - regularly check pupils' understanding during lessons and adjust tasks accordingly when work is too hard or too easy for some pupils
 - always give pupils clear advice on how to improve when marking their work and provide opportunities for them to respond to these comments.
- Develop the partnership with parents to ensure that all have confidence in all aspects of the school's work.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved since the previous inspection. Throughout the school, pupils are making faster progress in reading, writing and mathematics from their different starting points when they join the school.
- In recent years pupils have left the school with standards that have been broadly average in reading, writing and mathematics. The current Year 6 pupils have reached much higher standards than have been the case in the past. They are well prepared for their secondary education.
- Throughout the school, the most able pupils are doing better because teaching is now challenging them to reach their potential. In Year 6, for example, a number of pupils have reached levels in writing, and particularly mathematics, usually attained well into secondary education.
- Pupils with a range of special educational needs continue to thrive. They make as much progress as their classmates because of the good support they receive which is designed to meet their various needs. Pupils with autism in the ARP make good, and sometimes rapid, progress because of the very effective support they receive.
- The pupil premium funding is used effectively to support those for whom it is provided. As a result, these pupils make as much, and sometimes better, progress than others. In 2013, at the end of Year 6, pupils in receipt of the pupil premium were about two terms behind others in mathematics and less than a term in reading and writing. In the current year this gap has largely closed.
- The increasing rate of progress illustrates the school's successful commitment to equality of opportunity. Pupils from different ethnic backgrounds do equally well.
- Pupils make good gains in their knowledge and understanding during lessons because of good teaching. Just occasionally, they do not make as much progress as they might when teachers do not check how much they have understood early enough in lessons. Consequently, work set for them is too hard or too easy.

The quality of teaching is good

- The quality of teaching has improved significantly since the previous inspection and is now enabling pupils to make good progress in reading, writing and mathematics. In some cases the teaching is of high quality.
- Teachers manage their classes effectively and motivate their pupils well by providing interesting activities which enable them to make good gains in their knowledge and understanding.
- Teachers generally use questions well to consolidate pupils' learning and deepen their understanding. In a few cases, however, they do not check pupils' understanding in lesson regularly enough. As a result, the subsequent work pupils are asked to do is too hard for some and too easy for others.
- A particularly effective strategy is the use of pupils as 'mini teachers'. This enhances the understanding of all pupils, develops self-confidence and promotes cooperation and respect.
- The teaching of reading is good. Phonics (letters and the sounds they make) programmes have been introduced which are helping to close the gaps for pupils who join the school as weaker readers. As they move through the school they read widely for pleasure and to find information.
- The teaching of writing has improved since the previous inspection. In particular, teachers provide pupils with regular opportunities to develop their writing skills in other subjects. For example, in Year 5, pupils were preparing their ideas for a balanced debate on the validity of zoos. This related directly to the class topic on rainforests.
- Mathematics is also taught well. Pupils acquire good skills in calculation and other aspects of mathematics and have opportunities to apply their skills to solving problems. For example, in a

highly effective Year 6 lesson, pupils were using their mathematical skills effectively and enthusiastically to plan for the full range of costs associated with going on a holiday.

- Marking is much improved since the previous inspection. It is regular and supportive and the systems are clearly understood by the pupils. There are very good examples of advice that help pupils to improve their work and of pupils responding to those comments, especially in the upper school. However, these practices are not as evident in all classes.
- Teaching in the ARP is highly effective, especially in mathematics. Staff create a calm and purposeful atmosphere which enables pupils to thrive. These pupils are also work alongside their classmates as much as possible. This integration works well because of sensitive support.
- Teaching assistants make a good contribution to pupils' learning, both in the ARP and elsewhere. They are used effectively where they can be of most benefit. For example, one higher level teaching assistant is being used effectively to teach 'booster' groups of pupils who are in danger of falling behind in English. This work is helping to close the gaps for these pupils.
- Pupils are very positive about the teaching they receive. This is also the case with most parents, although a small minority has concerns about teaching and its impact on their child's progress. The inspection evidence, which shows an improving picture of teaching over time, does not support these concerns.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite and friendly and behave well both in lessons and around the school. The dining room, for example, is a calm and pleasant place to be. Pupils are proud of their school and enjoy all it has to offer.
- The school fosters good relationships well. Pupils are keen to learn and respond well to their teachers' requests and instructions. They work well together or on their own. There is very little disruption to learning. Very occasionally, some pupils lose concentration when the teaching does not capture their imagination or when work is too hard or too easy for them.
- Staff manage pupils' behaviour well. There are clear systems of rewards and sanctions which pupils fully understand and consider to be fair. All staff take an active role in reinforcing the school's expectations of good behaviour and manners, for example in the dining room.
- The school's work to keep pupils safe and secure is good. The protection and well-being of pupils are a high priority for all adults at the school.
- Whilst a small minority of parents expressed concerns about behaviour and bullying, pupils say that there is very little bullying and they have confidence in the staff to sort out any issues that arise. The school's records confirm this over time.
- Pupils have a good understanding of different kinds of bullying and how to keep themselves safe in a variety of situations, for example on the internet. Discrimination of any kind is not tolerated in the school.
- Over time, pupils' attendance has been broadly average. It dipped a little in 2013, but the school has tightened its procedures and appointed a learning mentor to work with parents who might have difficulties in getting their children to school. As a result, attendance has risen this year.

The leadership and management are good

- The headteacher is ambitious for pupils in the school and has raised the expectations of what they can achieve since the previous inspection. She well supported by governors and senior and middle leaders. As a result, the quality of teaching and pupils' achievement has improved markedly. This demonstrates the school's strong capacity to continue to improve.
- Leadership has been strengthened considerably since the previous inspection. Senior and middle leaders play an important role in improving the quality of teaching and pupils' achievement in the areas and subjects for which they have responsibility.
- The school has an accurate picture of its strengths and weaknesses, based on the detailed

information it collects about pupils' attainment and progress. This, in turn, is translated into realistic plans for improvement.

- The quality of teaching has improved because leaders check it regularly and provide additional support and training where necessary. Increasingly, teachers are supporting each other and sharing the things they do well. Teachers have risen to the challenge and there are a number of examples where teachers have improved their practice over time.
- This is allied to robust procedures for the managing the performance of teachers. Teachers understand that pay rises are linked closely to the progress of the pupils they teach.
- The Buckinghamshire Learning Trust, on behalf of the local authority, has provided good support to the school in its journey of improvement.
- The curriculum is supporting the development of pupils' literacy and numeracy skills effectively, as well as ensuring that pupils have ample opportunities to experience the full range of subjects. They also have opportunities to develop their interest in activities such as sport, music and art.
- The school promotes pupils' social, moral, spiritual and cultural development well through the harmonious atmosphere of the school and the positive role models provided by staff. Also, there are many opportunities in the curriculum for pupils to reflect and consider moral dilemmas. The link with a school in Zambia adds an international dimension to the school's work.
- The primary sport funding is used effectively to promote higher levels of participation in sport. It is also used to ensure that everybody is included in active activities, through the training of midday staff and pupils as play leaders at lunchtimes. These initiatives are having a beneficial effect on pupils' health and well-being.
- A recent survey conducted by the school shows a very positive partnership with parents. This is not, however, fully reflected in responses to Parent View. This indicates that a small minority of parents do not have confidence in different aspects of the school's work.
- **The governance of the school:**
 - The work of the governing body has improved since the previous inspection. Governors are knowledgeable, astute and committed. They share the headteacher's ambitions for the school and make sure that the right things are being done to bring about improvement. Governors have a good understanding of the information about pupils' progress and of how the school is doing compared to the national picture. They have a clear picture of the quality of teaching and ensure that pay rewards for both teachers and the headteacher are closely related to performance. Governors ensure that all requirements in relation to safeguarding are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110274
Local authority	Buckinghamshire
Inspection number	442444

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Anne Sheddick
Headteacher	Amanda Fell
Date of previous school inspection	11–12 September 2012
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