

# Inspection of Carlton Mills

Scotchman Road, Manningham, Bradford, West Yorkshire BD9 5AT

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Inspection dates: 11 and 12 July 2023

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| <b>Overall effectiveness</b> | <b>Good</b>  |
| The quality of education     | <b>Good</b>  |
| Behaviour and attitudes      | <b>Good</b>  |
| Personal development         | <b>Good</b>  |
| Leadership and management    | <b>Good</b>  |
| Early years provision        | <b>Outstanding</b>   |
| Previous inspection grade    | Not previously inspected under section 5 of the Education Act 2005 |

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

Pupils are happy and proud of their school. Staff have created a caring and supportive environment. Pupils enjoy warm and positive relationships with adults and each other. There is a genuine sense of care. Adults at the school look after, and teach, pupils well.

There is a calm and purposeful atmosphere in the school. Pupils behave well, both in lessons and during more unstructured times of the school day. This pleasing behaviour begins in breakfast club, where pupils enjoy a nurturing and positive start to their day. Pupils talk about the 'Carlton 5', the school values, which all pupils take pride in fulfilling. Bullying hardly ever happens at this school. Pupils understand that an adult will help them to resolve any worries or concerns.

Leaders are ambitious for pupils to achieve well in their learning and become respectful citizens. Pupils regularly join the school mid-way through the academic year from schools in this country and overseas. These pupils settle well and are made to feel welcome as they start their educational journey at Carlton Mills.

Leaders have set clear expectations for pupils' attendance. While there is still some work to do to ensure that pupils attend every day, leaders' efforts are starting to bear fruit. Pupils are beginning to attend school more regularly.

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

The provision for children in the early years is a strength of the school. Staff know the children well. They rightly prioritise the development of language and social skills. The curriculum is well considered and precisely adapted to meet the needs of the children. Leaders carefully plan when to introduce new learning and new words. Children have a wealth of opportunities to practise their skills independently and make their own choices. Adults skilfully use questions to move children's learning forward. Children in the early years have developed high levels of self-regulation. They manage their behaviour and feelings exceptionally well. They have developed very positive and kind relationships with each other.

Reading is a priority at the school. Leaders promote pupils' love of reading in a range of ways. For example, teachers read aloud to pupils regularly. Careful consideration is given to the range and type of books that pupils read. Pupils enjoy reading. Staff receive regular training, which ensures there is a consistent approach to the teaching of phonics in the early years and key stages 1 and 2. Pupils at risk of falling behind receive the help they need. They receive extra support from well-trained adults. This support develops their confidence and improves their fluency in reading.

Since joining the multi-academy trust, leaders have redeveloped the curriculum across all subject areas. They now provide pupils with exciting and carefully planned

learning opportunities. Subject leaders are ambitious in what they want pupils to achieve. They have planned the knowledge that pupils need to learn from Nursery to Year 6. However, in some subjects, such as geography and history, pupils do not remember this learning consistently well. Some pupils have gaps in their knowledge and are not fully secure in their prior knowledge to learn new concepts.

There is an inclusive culture at the school. Leaders and staff swiftly identify pupils with special educational needs and/or disabilities (SEND). The delivery of the curriculum for pupils with SEND is adapted so that they learn alongside their peers. However, some targets that are in place for pupils with SEND are not clear or precise enough. Staff sometimes do not know exactly what pupils need to do to achieve their individual targets.

Pupils celebrate the diversity within their school. Pupils thrive in an environment that gives them a sense of belonging and mutual respect. Pupils learn about different cultures and religions that form part of their school community, as well as the wider world. They happily share their own experiences and enjoy taking part in celebrations together. Pupils have a very good understanding of discrimination and what this means. They talk confidently about how people of different ages, gender, race and religions should be treated in the same way as each other.

Leaders provide pupils with a range of opportunities to take on roles of responsibility in school. These roles help them to be active participants in their school community. School councillors are proud to represent their school. They understand that they have a responsibility to be a voice for all pupils. Pupils who are part of the 'Carlton care crew' show care and empathy to others. They support pupils who may need help in the playground or someone to play with.

Trustees know the school well and are ambitious for its future. They challenge and support leaders incisively. Pupils are at the heart of everything that leaders do.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and trustees understand their role in keeping pupils safe. They ensure that the relevant checks are made on adults working with pupils or visiting the school.

Staff receive training and regular updates on how to identify and report concerns. When necessary, leaders follow up actions in a timely manner. They work well with external agencies to support the welfare of pupils and their families. Leaders acknowledge their responsibility for any pupils leaving their school. Pupils' continued welfare, well-being and safety remain paramount for leaders. Leaders have clear and robust systems in place to ensure that pupils who leave the school are admitted into new schools in a timely manner.

Pupils feel safe in school. They talk confidently about how to stay safe online. They are taught about the importance of keeping healthy in both their physical and mental health.

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

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

- In some subjects, such as geography and history, pupils do not remember consistently well the essential knowledge identified in subject leaders' plans. As a result, there are gaps in some pupils' knowledge, which means that they are not ready to learn new concepts or ideas. Subject leaders should continue to check that the intended curriculum is being taught and learned by pupils in the classroom.
- Targets that are in place for some pupils with SEND are not clear or precise enough. Staff do not know exactly what pupils need to do to achieve these individual targets. Leaders need to ensure that the targets pupils are set are precise and measurable so that staff know what pupils with SEND need to learn next.

## **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 information from Ofsted Parent View 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.

## **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>             | 147939   |
| <b>Local authority</b>                     | Bradford   |
| <b>Inspection number</b>                   | 10268191   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 335  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Gareth Logan   |
| <b>Headteacher</b>                         | Claire McDonald  |
| <b>Website</b>                             | <a href="http://www.carltonmillsprimary.org">www.carltonmillsprimary.org</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The school is part of Carlton Academy Trust.
- The school does not use any alternative provision.
- There is a breakfast club for pupils on site.
- The proportion of pupils who speak English as an additional language is well above the national average.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and history. For each deep dive, inspectors met with subject

leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Meetings were held with the headteacher, subject leaders, staff, pupils and representatives from the trust.
- The inspectors checked the school's safeguarding policies, procedures and single central record of recruitment checks. Inspectors met with leaders, staff and pupils to evaluate the effectiveness of safeguarding.
- The inspectors considered the responses to Ofsted Parent View, Ofsted's online questionnaire, including the free-text comments. The inspectors also considered the responses to the staff and pupil surveys.

### **Inspection team**

|                              |                         |
|------------------------------|-------------------------|
| Sarah Gordon, lead inspector | His Majesty's Inspector |
| Kate Longstaff               | His Majesty's Inspector |
| David Taylor                 | Ofsted Inspector        |

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