

Carlton-in-Snaith Community Primary School

Townend Avenue, Carlton, Goole, DN14 9NR

Inspection dates 16–17 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.

- From starting points that are generally below national expectations over time, the vast majority of pupils make good progress and achieve well.
- Most pupils who enter the Early Years Foundation Stage, and who attend throughout Key Stages 1 and 2, attain average standards in reading by the end of Year 6, and above average standards in writing and mathematics.
- Pupils with special educational needs achieve well because all adults provide timely challenge and support.
- Teaching is typically good. Pupils say how much they enjoy the 'hands on,' practical learning opportunities.
- Pupils' spiritual, moral, social and cultural development is strong. It is promoted effectively through the good relationships in school, and through a constant emphasis on the rights of every individual.
- Arrangements to keep children safe are good. Behaviour is good, and pupils confirm that bullying is rare.
- Governors provide good levels of challenge, and hold senior leaders to account, especially through the 'rapid improvement group'.
- The headteacher has ensured that all staff have successfully addressed the outcomes for improvement from the previous inspection, and is determined that the school will go on improving even further.

It is not yet an outstanding school because

- A minority of pupils, especially some of the least able, and some boys, do not make enough progress in reading. They are not motivated to read often enough, and develop clear understanding.
- On occasions, insufficient challenge is provided for the most able pupils.
- Parents are not provided with enough information about how well pupils are doing, the range of experiences that they benefit from, how well the school takes care of them, and how all adults ensure that pupils' personal development is good.

Information about this inspection

- Inspectors observed teaching and learning in 11 different lessons, of which two were joint observations with the headteacher. Inspectors also listened to pupils from Years 2 and 6 read.
- Pupils' work was sampled informally in lessons, and inspectors looked at a number of Year 6 pupils' writing and mathematics books in detail, to gain evidence about the quality of teaching and pupils' progress over time.
- Inspectors also reviewed a range of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Meetings were held with pupils, governors, and school staff, including those with management responsibilities. A discussion also took place with a representative from the local authority.
- Inspectors evaluated the 65 responses of parents to the Ofsted on-line questionnaire (Parent View), as well as responses by parents to the school's own questionnaires. Inspectors also took account of the views of 14 members of the school's staff through the inspection questionnaires they returned.

Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils eligible for support through the pupil premium is much lower than that seen nationally. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- A low proportion of pupils come from minority ethnic backgrounds when compared with national figures, with very few who speak English as an additional language.
- The proportion of pupils supported through school action is below average, whilst the proportions of pupils supported through school action plus or with a statement of special educational needs are well below those found nationally.
- A number of pupils join and leave the school during the school year, largely those from Travelling Communities.
- The school met the government's current floor standards in 2013, which are the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been changes in governance, including a new Chair of the Governing Body.

What does the school need to do to improve further?

- Speed up the progress of a minority of pupils, especially some of the least able, and some boys, across Years 3 to 6, in reading, by:
 - making sure that all pupils have more daily opportunities to read to others
 - ensuring that the range of books available in school appeals to the interests of all pupils.
- Improve the quality of teaching even further, by:
 - ensuring all teachers make more careful checks on pupils' understanding in lessons, so that all pupils are sufficiently challenged, especially the most able, and learn exceptionally well
 - ensuring all pupils respond thoughtfully to teachers' written and verbal comments about their work, to enhance further its quality.
- Improve communication with parents so that they have a realistic view of the school's work, by:
 - up-dating the school's website with information about the achievements of all pupils
 - celebrating more widely the many visits and experiences from which all pupils benefit ensuring that regular newsletters to parents contain more details about the good behaviour of pupils, the calm and positive atmosphere in most lessons and around the school, and the different home learning activities that in which pupils can become involved.

Inspection judgements

The achievement of pupils is good

- Overall, children achieve well in the Early Years Foundation Stage. From below the expected starting points, over time, the vast majority develop good social and emotional qualities, and form strong relationships.
- In the Reception Year, most children become confident in linking letters to the sounds they make, and in recognising and using simple numbers. As a result, the proportion achieving a good level of development is larger than seen nationally. Senior leaders recognise that there is scope to enhance children's physical development, by providing a greater range of outdoor equipment that encourages them to move, handle and manipulate objects of different sizes.
- A number of pupils join and leave the school in Key Stage 1, particularly those from Travelling Communities. The school's information on pupils who remain in the school in Years 1 and 2 shows that they achieve well, with the vast majority attaining standards in reading, writing and mathematics that are securely in line with those expected for their age, and some beyond.
- Attainment in the current Year 6, as seen in pupils' work and the school's records of pupils' achievements, is above average in writing and mathematics. It is generally average in reading. This represents overall good progress from pupils' previously lower starting points. Progress in reading for a minority of pupils, is uneven across Years 3 to 6. This is because some of the least able pupils, and some boys, are not motivated to read sufficiently on a daily basis. For some, the choice of books on offer in the school limits their interest. As a consequence, they do not read as fluently as they might, and so do not develop a competent understanding of plot, character and key themes. On the whole, most pupils enjoy reading and are encouraged to read at home.
- Pupils' learning on most occasions is good. For example, they cooperate well, and are keen to share ideas, and deepen their knowledge. They respond enthusiastically to the many problem-solving opportunities in mathematics, and in other subjects, particularly science. They apply with assurance their good understanding of number, record carefully outcomes of investigations, and draw accurately simple charts and graphs.
- The vast majority of pupils are competent writers. Their curiosity is ignited by the many visits to local places of interest, and through the range of poets, authors, artists and crafts people who regularly visit school. Increasingly, they set out their ideas in a logical manner; write fluently and expressively for different audiences, and use grammar and punctuation to good effect.
- Pupils who receive additional funding through the pupil premium, including those known to be eligible for free school meals, achieve as well as their peers. Data shows that any gaps between their attainment in reading, writing and mathematics, and that of other pupils in the school, are closing in most year groups. In the Year 6 national tests in 2013, pupils eligible for additional funding through pupil premium outperformed their peers in writing and mathematics, and the attainment gap in reading was less than one term.
- The most able pupils also make generally good progress, although a small minority are not consistently stretched by the work set for them. For example, they do not always amend their written work so that it reaches a higher standard.
- Overall, the school promotes equality of opportunity well, providing good additional support for those at risk of falling behind. Pupils with special educational needs make similar progress to their peers. Pupils from Travelling Communities, the low numbers from ethnic minority backgrounds, and others who join the school at various points during the academic year, also make good progress in reading, writing and mathematics. This is due to the effective support from teachers and teaching assistants who understand very well their particular needs.
- Pupils' experiences in physical education and sport are good. They participate in a wide range of activities, funded from the government's national initiative for primary school sport.

The quality of teaching is good

- Teachers are keen to share good practice across the school, and make links with other local

schools, to improve their skills.

- They are conscientious and committed. The vast majority have high expectations, plan learning well and enjoy positive relationships, so most pupils are eager to learn. For example, in a Year 6 mathematics lesson, pupils were engrossed in solving a range of mathematical problems, persevering with different lines of enquiry, using specialist terminology accurately, hypothesising about potential solutions and outcomes with relish, and recording findings systematically. Similarly, in Year 3, pupils concentrated well in science, matching different skeletons to the outlines of a range of animals with precision, and with a high rate of success.
- In the Early Years Foundation Stage, children enjoy interesting indoor activities which cover all the areas of learning. Outdoor activities are equally well planned, although senior leaders recognise the need for a wider range of outdoor equipment to hone more successfully children's physical skills in handling and moving objects of different shapes, sizes and textures. Children play well together, share equipment sensibly and take turns. They listened attentively to the story of the 'very hungry caterpillar,' and readily made links, with their partners, with this story and that of the 'bad tempered ladybird.'
- The teaching of mathematics, writing and science are increasing strengths of the school's work. Pupils benefit from thoughtful daily teaching that develops their mental calculation skills, fosters a love of language, and promotes inquisitiveness about the world around them.
- On occasions, pupils' progress in lessons is not checked well enough, particularly for some of the most able, and work is not adjusted accordingly to challenge them further.
- Pupils' work is regularly marked and effective suggestions are provided about how to improve. A few pupils do not pay enough attention to the feedback provided, and do not challenge themselves further to edit, and improve their first efforts.
- Teaching assistants are deployed effectively and carefully guide pupils' learning. They have a very clear picture of the needs of different pupils, especially those with special educational needs and those from travelling communities.

The behaviour and safety of pupils are good

- The school's work to keep pupils safe and secure is good.
- Pupils say how well everyone relates to each other, and how caring and supportive all of the adults are. They talk about how much they enjoy school life, and confirm that bullying and poor behaviour are rare. They indicate how ready everyone is to listen to problems, and to provide help and support, if needed.
- In the playground and in the dining hall, pupils look after each other, and behave maturely. They have a good understanding of the different types of bullying, including homophobic and cyber bullying, and actively seek to prevent it from occurring through their positive relationships. They take seriously their roles as school councillors, play leaders and buddies, and talk proudly of their involvement in the United Nations Children's Fund Rights Respecting programme.
- The majority of parents are supportive of the school's work. A minority express reservations about the quality of teaching and their children's progress, and does not believe that all adults manage behaviour as well as they might. Some share concerns about how well the school deals with bullying, and how leaders respond to concerns that are raised. These views were fully investigated, but found to be unwarranted.
- The behaviour of pupils is good.
- Pupils are sociable with visitors and take pride in their school. They are particularly welcoming of pupils from Travelling families who are very well integrated into school life. Pupils of all ages engage enthusiastically with 'rights respecting' work, which helps to underpin a culture in which everyone shows respect towards each other.
- In lessons, pupils enjoy working together and support each other well. On the very few occasions when activities are insufficiently motivating and challenging, some become less involved, as their attention drifts.
- Attendance has risen over time and is now above average. This is due to the successful work,

carried out with individual families, to make parents more aware of the importance of regular attendance.

The leadership and management are good

- The school is well led by a committed headteacher who has high aspirations for all pupils. She is ably supported by senior leaders and all staff, and by an ambitious and effective governing body.
- The school has an accurate picture of its strengths and areas for development and produces clear plans with actions to tackle these. There have been good improvements, since the previous inspection, in the quality of teaching, and in pupils' achievements in mathematics. Senior leaders recognise the work still to be done to improve teaching even further and to accelerate the progress of a minority of pupils, across Years 3 to 6, in reading.
- Key leaders are now fully involved in supporting the headteacher to carry out regular and accurate checks on the quality of teaching and learning. Governors complement this work with their own evaluations of the school's work, particularly through the rapid improvement group. Performance management of staff is well organised, and appraisal procedures identify precisely the training needs of all individuals.
- Training opportunities draw on the expertise of staff within school, local authority advisers, and 'expert' practitioners in local schools. The headteacher has the right systems in place to make decisions about teachers' movement up the salary scale, on the basis of robust information about their quality of teaching and its impact on pupils' learning.
- Leaders know the pupils as individuals very well. Information about pupils' achievement is gathered carefully and used successfully to reduce barriers to learning. As a result, all pupils have an equal opportunity to do well. Gaps in performance between pupils in receipt of the pupil premium funding, and their peers, are closing. In some year groups, the gaps are slight or have entirely closed.
- The curriculum provides a good focus on the skills in English and mathematics that pupils need. It has been carefully developed to provide daily 'hands on' problem-solving experiences, and to broaden pupils' horizons through visits by those such as fire fighters and medical staff, visits to local pizza parlours and bakeries. In addition, there are opportunities to visit museums and theme parks, work with specialist sports leaders from the local secondary school, and become involved in science weeks, fair-trade projects and 2014 World Cup challenges.
- Pupils speak highly of the many extra-curricular activities on offer. They enthuse about the specialist music support they receive, opportunities to sing in the school choir, play in the brass band, enhance their gardening skills, and take part in the many sporting events, including the annual cricket festival. These experiences underpin pupils' good spiritual, moral, social and cultural development.
- Links with parents are not as positive as they might be and this can lead to misunderstandings. The school's website does not provide regular updates of what is happening in school, how well pupils are doing, and does not host enough activities that can be undertaken by pupils, at home, to enhance their learning. Although a newsletter goes home regularly, it does not always provide the information, such as on matters of behaviour, that parents are keen to know about.
- Safeguarding and child protection procedures are rigorous and meet requirements.
- **The governance of the school:**
 - Governors receive up-to-date information about the achievement of pupils. Through the regular meetings of committees, governors develop a good understanding of the quality of teaching and its impact on the progress of the different groups of pupils. Minutes of governing body meetings show they are confident in challenging the headteacher and senior staff about these aspects of the school's work.
 - Governors have discerning discussions about the value of spending decisions, in particular the allocation of the pupil premium funding. For example, governors have authorised additional time for teaching assistants to enhance pupils' reading, writing and mathematical skills. Governors have taken decisions to strengthen teachers' skills in providing a wider range of

competitive and recreational sports, through making good use of the primary school sports funding.

- Governors receive detailed information about the salaries of all staff and the outcomes of their classes. As a result, governors have a good understanding of the effectiveness of the management of teachers' performance throughout the school.

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	121386
Local authority	North Yorkshire
Inspection number	442269

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Nigel Armitage
Headteacher	Christina Clarke
Date of previous school inspection	13 November 2012
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