

# Carlton Miniott Community Primary School

Inspection report

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<b>Unique Reference Number</b>	121374
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380225
<b>Inspection dates</b>	19–20 October 2011
<b>Reporting inspector</b>	Tony Painter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Bowman
<b>Headteacher</b>	Steve Crocker
<b>Date of previous school inspection</b>	27 June 2007
<b>School address</b>	Carlton Miniott Thirsk YO7 4NJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 15 lessons taught by nine teachers and held discussions with groups of pupils, members of the governing body and staff. The inspectors observed the school's work and looked at a wide range of school documents, including planning, assessment records, and policies for safeguarding and other matters. They examined staff and pupil questionnaire responses, as well as 108 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistent is pupils' progress throughout the school?
- Does teaching ensure good progress in most lessons?
- Has the school maintained good provision and outcomes for pupils' personal development?
- Have leaders and managers established common purpose and improved provision?

## Information about the school

This school is smaller than the average-sized primary school and most pupils are from White British backgrounds. Small-but-increasing numbers have a range of minority-ethnic backgrounds, but very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well-below average. The number of pupils with special educational needs and/or disabilities is low, as is the proportion of pupils with a statement of special educational needs.

The school has been subject to recent substantial staff changes. All teaching staff, except the headteacher, have joined the school since the last inspection.

The school has a number of awards including Healthy School status, Active Mark, Basic Skills Quality Mark and Fair Trade School status. A privately managed nursery adjoins the school and is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory school. Within an outstanding ethos of care and support, there is a good track record of improving the quality of provision and raising attainment. The school promotes pupils' personal development successfully and ensures they feel extremely safe in a strong community atmosphere. Pupils respond very well; they are confident, enjoy their learning and their attendance is high. They behave well and show very good manners. The headteacher and the highly effective governing body have led successful actions to steer the school through substantial staff changes and these are having a positive effect. Self-evaluation is accurate and there is a strong sense of shared purpose at all levels. Leadership roles are now established and all staff are working together well and contributing to improvements. The headteacher's accurate picture of teaching has led to effective reorganisation, with well-targeted training and support to ensure implementation of developments. The development of an effective staff team and improvements to the provision and outcomes for pupils indicate a good capacity to sustain improvement.

Assessment systems provide detailed and generally accurate information about how well pupils are doing, although assessment in the Early Years Foundation Stage lacks precision. Senior staff analyse data well, identifying any pupils whose circumstances make them potentially vulnerable and successfully targeting action where pupils are in danger of falling behind.

Staffing changes have led to some inconsistency in pupils' learning over time and the impact of teaching has been satisfactory overall. Currently, pupils join the school with skills levels and abilities expected for their age and leave with broadly average attainment. However, much of the current teaching, particularly in Key Stages 1 and 2, is good and is beginning to improve progress and raise attainment. There is a consistency of approach throughout the school and common strengths in good relationships, organisation and management of classes. Detailed planning, generally, identifies activities for pupils of different abilities and strong teamwork with teaching assistants ensures targeted pupils make good progress. However, teachers throughout the school do not use assessment information consistently to match tasks sharply enough to all pupils' needs. In the Early Years Foundation Stage, activities in the outdoor area do not always complement and reinforce the indoor learning sufficiently.

Up to 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.

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

- Consolidate and extend the emerging good teaching by:
  - sharing the best teaching practice currently evident within the school
  - using information about how well pupils are doing to plan tasks and set challenges matched more sharply to different ability levels.
  
- Improve provision in the Early Years Foundation Stage by:
  - ensuring assessment is precise enough to inform the planning of suitable activities for all groups of children
  - placing greater emphasis on focused activities that are matched to the children's development needs
  - planning activities in the outdoor area that complement those indoors.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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Pupils show great enjoyment of their lessons and their good behaviour and positive attitudes contribute well to their learning. Pupils are keen to join in and give answers to teachers' questioning in lessons. They respond well to the consistent classroom routines and apply themselves diligently to tasks, showing pride in their work and mostly concentrating well. Pupils enjoy opportunities to apply their developing basic skills within a good range of activities and speak positively of the ways teachers are linking learning to first-hand experiences. Pupils rise willingly to greater challenge when it is presented. For example, pupils showed confidence in using information and communication technology skills when researching topics and Year 5 pupils showed determination to improve their work while considering a number of demanding features of writing.

The school monitors the progress of individual pupils carefully and ensures there are no significant differences in the progress made by different groups. Those pupils with special educational needs and/or disabilities receive well-targeted additional support which ensures they make good progress and brings their attainment closer to that of their peers.

Pupils are highly confident of their safety at school and fully aware of ways they can reduce risk, for example, when using the internet. Bullying is extremely rare, but pupils have full confidence in staff to deal effectively with any incidents. Pupils understand well how to eat healthily and above-average numbers take part in sports activities. They are proud to take on responsibilities, such as the various roles they fulfil and the actions they take to support others, for example, in their sponsorship of a school in Ghana. They show a very strong awareness of their personal social responsibility and they value opportunities to reflect on their values and those of

others. The good personal strengths and high attendance contribute well to their good preparation for the next stages of their learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Changes in staffing have limited the consistency and impact of teaching over time, although more teaching is now good. Teachers are successfully implementing a number of strategies that are leading to coherent approaches through the school and increasing pupils' progress. Throughout the school, teachers have developed strong and purposeful relationships with pupils that motivate the pupils well. Through their good organisation, clear expectations, praise and effective control where necessary, teachers ensure a good pace to learning. Lessons benefit from strategies such as identifying learning outcomes and ways to identify success, which are key features of teachers' detailed planning. Support staff are used productively and are confident in supporting targeted pupils.

Assessment systems give teachers detailed and accurate information about how well pupils are doing. Most pupils know their targets and are aware of ways to improve and teachers draw on assessments when planning work for different ability groups. Increasingly, teachers check how well pupils are learning and adjust their planning for the next lessons based on past progress, although this practice is not consistent. However, in some lessons there is insufficient distinction between what pupils of different abilities will do by way of activities and will learn consequently. As a result, all groups do not always have the right level of challenge to promote the best learning.

The good curriculum has a strong thematic approach that is particularly effective in engaging pupils and motivating them to learn. Pupils respond enthusiastically and talk excitedly about their experiences. Strategies to teach basic skills within the themes are proving successful and pupils show strongly developing information and communication technology skills. Cross-curricular opportunities are successfully

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

supporting the school’s current focus on improving writing. Strong partnerships contribute to the very wide range of well-attended clubs and enrichment activities. Regular homework involves parents and carers in their children’s learning effectively and extends good home/school links further.

Outstanding care, guidance and support establish a strong community and a caring ethos that promotes pupils’ confidence, personal development and sense of well-being very successfully. Adults within the school know each pupil as an individual and this contributes well to the pupils’ sense of security, especially those whose circumstances may make them vulnerable. The school makes very effective use of a wide range of well-established partnerships to meet needs. Monitoring tracks actions closely and frequently shows very effective outcomes and significantly improved opportunities for many pupils. The school’s outstanding systems for tackling any absence ensure attendance remains high.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The school’s monitoring of teaching is accurate and aids good self-evaluation, which identifies the right areas for development. The headteacher has successfully conveyed a clear vision for the school, enabling new staff to take appropriate roles and adopt ways of working that are improving provision. Well-directed training gives staff the additional skills they need to put new strategies into place and to reduce inconsistencies. Rigorous and generally accurate assessments give a secure picture of progress through the school. Regular reviews hold teachers accountable and support the drive for improvement.

The headteacher has established a clear management system, which gives staff at all levels opportunities to contribute to improvement. Monitoring arrangements are being distributed more than previously and staff show enthusiasm for their part in taking improvements to the next level. The outstanding governing body has strong links with the school and detailed knowledge of its current priorities. It has particularly rigorous procedures to monitor the school’s work that include very thorough strategies to gather and share first-hand observations and the views of parents, carers and pupils. That ensures it asks searching questions and holds the school to account fully. The governing body has very well-developed systems to review and constantly improve child-protection, risk-assessment and other safety procedures. The systems ensure very securely that safeguarding arrangements meet statutory requirements fully.

Many strong partnerships enhance and extend the school’s provision. In particular, outside agencies contribute very well to widening the curriculum and to supporting pupils’ personal development. The school promotes community cohesion effectively

from a good understanding of its own context. Successful actions give pupils good opportunities to communicate with, meet and gain understanding of children with different backgrounds and in other circumstances, both locally and internationally. There are good measures to analyse the achievement of groups and individual pupils and to act on the findings to promote equality of opportunity and tackle discrimination. As a result, a number of pupils have had improved access to education and have made considerable strides in overcoming disadvantages.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

There are good arrangements for children to join the Reception class and they settle quickly into the new routines. They understand how to behave in ways that keep them safe and show consideration for others. They work independently and have good opportunities to cooperate with others, for example, when making fruit kebabs. They enjoy taking part in a wide range of activities that supports their developmental needs in all areas of learning. Welfare and safety requirements are met fully and children feel happy and safe.

Although planning shows most activities have appropriate levels of challenge in mind, there are too few focused, adult-led activities to support specific learning. In the wider range of free-choice activities, children have too little challenge sometimes to learn through direct interactions with adults. That is particularly the case in the outdoor area, where opportunities to complement and reinforce learning from the classroom are missed sometimes. Children's progress is satisfactory overall, although their understanding of letters and sounds is a weakness that staff are tackling.

Staff compile comprehensive journals of children's learning, which are shared with parents and carers and give a good flavour of how well children are learning. However, some opportunities for clear assessment are missed and information is not precise enough to ensure planning meets the development needs of different children closely. The coordinator has a thorough understanding of the improvements required and is giving good support, guidance and training.

*These are the grades for the Early Years Foundation Stage*



<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

## Views of parents and carers

At around 59%, the inspection questionnaire response rate is well above the average found in primary schools. Most responses gave wholly positive views of children’s experiences. There was particularly high support for children’s enjoyment of school, the promotion of healthy lifestyles and the effective ways that the school keeps pupils safe. The inspection findings support these views. Inspectors investigated thoroughly all the general matters raised in the very small number of negative views expressed and their findings are included in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carlton Miniott Community Primary 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	68	35	32	0	0	0	0
The school keeps my child safe	80	74	26	24	2	2	0	0
The school informs me about my child's progress	48	44	55	51	4	4	0	0
My child is making enough progress at this school	50	46	52	48	2	2	0	0
The teaching is good at this school	59	55	47	44	1	1	0	0
The school helps me to support my child's learning	59	55	45	42	2	2	0	0
The school helps my child to have a healthy lifestyle	73	68	34	31	0	0	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)	56	52	47	44	1	1	0	0
The school meets my child's particular needs	57	53	44	41	4	4	0	0
The school deals effectively with unacceptable behaviour	51	47	45	42	6	6	3	3
The school takes account of my suggestions and concerns	44	41	56	52	2	2	0	0
The school is led and managed effectively	59	55	46	43	1	1	1	1
Overall, I am happy with my child's experience at this school	71	66	34	31	2	2	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 October 2011

Dear Pupils,

**Inspection of Carlton Miniott Community Primary School, Thirsk, YO7 4NJ**

I would like to give my thanks to you all for making the inspectors feel so welcome when we came to your school. A special 'thank you' must go to those of you who gave up time to talk to us about your work. You told us that you enjoy school and your lessons, you think much of the work you do is exciting and you feel very safe. We agree that you all work hard in school, behave well and get on extremely well with each other. Your attendance is excellent and you are right to be proud of yourselves.

Yours is a satisfactory school, but it is very good at caring for you and helping you to grow and mature. It makes sure that you are safe. We saw that all the staff and the governing body are working hard together to make things better for you and they are succeeding. We saw how you enjoy your lessons and how so many of you are keen to learn. You have made satisfactory progress over time, but things are improving.

One reason for our visit was to see if we can help your school to improve further. We have asked your teachers throughout the school to do a bit more to make sure that all work is challenging enough for all of you to learn very well. We have also asked staff in the Reception class to improve the outdoor activities and to check a bit more carefully how well the children are learning. We hope that you will help by continuing to do your very best in all you do.

Yours sincerely

Tony Painter  
Lead inspector (on behalf of the inspection team)

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