

Carlton and Faceby Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121608
Local authority	North Yorkshire
Inspection number	380282
Inspection dates	21–22 May 2012
Lead inspector	Clive Petts

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Carol-lyn Murphy
Headteacher	Elisabeth Mardsen
Date of previous school inspection	7 July 2008
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Introduction

Inspection team

Clive Petts

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in six lessons taught by three class teachers. He also observed intervention activities for small groups of pupils, talked to different groups of pupils about their learning and scrutinised in detail their work in pupils' books. The inspector checked pupils' reading across the age range. In addition, discussions were held with pupils, members of the governing body, staff, and the designated local authority educational adviser. The inspector observed the school's work and examined a range of documentation, including the school's records relating to pupils' progress and achievement, evidence relating to leadership and management, monitoring and evaluation, records of behaviour and safeguarding. The inspector also took into account the responses to the questionnaires returned by 20 parents and carers, 42 pupils and seven staff.

Information about the school

Carlton and Faceby is a very small primary school serving a wide, mainly rural community. Almost all of the pupils are of White British heritage. A much smaller than average proportion of pupils is known to be eligible for free school meals. The proportion of disabled pupils and those supported at school action plus is broadly in line with the average, with none with a statement of special educational needs. The school experiences higher than average inward mobility of pupils, who join at times other than the start of the year. In 2011, there were no Year 6 pupils on roll. As a result, it is not possible to comment on whether the school meets the government's current floor standard, which sets the minimum expectations for attainment and progress.

In 2003, the school federated with a slightly smaller school operating across two sites. The schools share the same headteacher. Pupils are taught separately in their own schools from Monday to Thursday each week. Every Friday, all pupils are taught together at Carlton and Faceby. It is a Forest School and has achieved the Leading on Inclusion Quality Mark and the Eco-Schools award.

The privately run Scallywags Nursery, which operates from a classroom in the school, is subject to a separate inspection and will receive their own inspection report which will be available on the Ofsted website.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- Carlton and Faceby is a good school. The outstanding spiritual, moral, social and cultural development and exceptionally high quality of care and support underpin the exemplary behaviour and attitudes of pupils. The comment, 'The school just keeps getting better', sums up the views of all staff and carers. The school is not outstanding, because a pattern of rapid and sustained progress is not yet embedded fully.
- Children enter Reception class with skills broadly typical for their age. They settle quickly and happily and make good progress. Concerted action has improved the quality of Reception and Key Stage 1 provision since the previous inspection, resulting in an emerging pattern of rapid progress as pupils move through Key Stage 2. Although challenge in lessons can be a little uneven, current Year 6 pupils are on course to reach above average attainment in English and mathematics. Pupils with special educational needs make outstanding progress because their individual needs are very effectively met.
- Pupils achieve well because teaching is good and occasionally outstanding. Pupils are clear about how well they are doing and how they can improve. Occasionally, opportunities are missed to encourage pupils, including the more-able, to apply their problem-solving skills and manage their own work.
- Pupils, including those potentially vulnerable, thrive in the happy, friendly atmosphere. They demonstrate great respect for and consideration towards others. Pupils have a good understanding of how to keep themselves safe, including when using new technology. Their great enjoyment of school life is evident in their high attendance.
- Leadership and management are good. The headteacher's exceptional vision and drive has led to considerable improvements since the previous inspection. Her ambition is shared by all staff. The management of performance is good. Teaching performance is very effectively led and priorities for development are accurately pinpointed. Outstanding partnership working enhances pupils' learning and development effectively.

What does the school need to do to improve further?

- Raise achievement even further and secure a sustained pattern of rapid progress by:
 - ensuring the work set in lessons challenges all pupils' thinking, including the more-able and talented
 - making certain pupils are actively and independently engaged in applying their problem-solving skills in all subjects.

Main Report

Achievement of pupils

Pupils are keen to do well with good and occasionally outstanding learning in lessons. All pupils prosper in the rich learning environments, both in and outdoors. Disabled pupils and those who have special educational needs, make exceptional progress because their needs and interests are carefully identified and highly effective personalised intervention and support programmes put in place. All parents and carers feel that their children's particular needs are well met. The rigorous systems introduced to check pupils' development underpin the considerable improvements in the richness of learning since the previous inspection. The needs of pupils, whose circumstances make them potentially vulnerable, sometimes joining school at other than the usual time, are particularly successfully met. In lessons, pupils enjoy their work especially when discussing their ideas and solutions together. For example, pupils were observed fully engrossed assembling a list of open-ended interview questions to ask Olympic and Paralympic athletes. This includes a variety of positive outdoor learning experiences. Improvements in the demands, pace and variety in learning are being systematically embedded. As a result, a pattern of rapid and sustained progress is emerging as pupils move through school. Despite this, opportunities are occasionally missed to expect even more, especially from the more-able and talented, by setting challenging problems that need solving.

On entry into Reception, although the small cohorts do vary from year to year in their levels of development, the children's skills are broadly typical for their age. The caring and friendly attitudes of older pupils in the class ensure Reception children settle happily. The children are given the self-confidence to explore for themselves, and enjoy the many practical themed activities, such when as adopting the role of a witch. In Reception and Key Stage 1, all pupils make at least good progress with attainment at the end of Year 2 typically above average. Progress is accelerating in Key Stage 2, because the increasingly creative curriculum links subjects together in ways that capture interest. In 2010 tests at the end of Year 6, attainment in English was above average and mathematics a little above average. Current Year 6 pupils, all boys, are on course to reach above average attainment in English and mathematics. This represents good progress and achievement from their starting points and outstanding progress for disabled pupils and those who have special educational needs. Attainment in reading by the age of six and at the end of Year 2 is above average. The established school weekly reading raffle, providing book prizes, is highly successful in fostering an appetite and enjoyment of reading across all ages and interests. In Year 6, the pupils demonstrate a wide interest in reading and frequently display a well-developed appreciation of the style of individual authors. Consequently, skills are consistently above those expected for their age.

Quality of teaching

All parents and carers agree that the quality of teaching is good. The inspection endorses the views of parents and carers. Pupils respond extremely positively to the high expectations teachers set for their behaviour. All staff enjoy excellent relationships with pupils of all ages. Teachers capture and hold the interest of pupils well, increasingly taking advantage of the variety of opportunities the curriculum has to offer. Partner work promotes much enjoyment and opportunities to consider their own ideas and think about those of their friends. This successfully promotes pupils' excellent spiritual, moral, social and cultural development. Effective linking of letters with sounds ensures that children make good progress in their early reading. As the quality of learning is systematically improved through well-organised professional development, including the sharing of best practice, teaching is increasingly effective at making demands of pupils. Consequently, rates of progress are accelerating with a pattern of faster progress and higher achievement emerging. This is evident in the outstanding progress made by those disabled pupils and those with special educational needs. However, the full impact of improvements in the quality of learning is yet to be seen.

Good teaching in all lessons, with outstanding elements in some, incorporate lively approaches with activities and tasks carefully customised to meet needs, abilities of all pupils. When progress is at its most rapid, questioning is thought provoking and constantly probes and checks knowledge and understanding. For example, older boys were seen engrossed identifying the features of a line graph and how information could be retrieved from it. Pupils were expected to fully explain their reasoning and thinking. When progress in lessons is less rapid, questioning is less searching and occasionally opportunities are missed to increase the demands of pupils, by further probing of responses. Realistic expectations are a feature of lessons, although pupils' presentation and handwriting are at times insufficiently refined. Pupils know what they are expected to learn, are provided with very clear targets and given well-defined guidance for improvement. Although pupils are encouraged to think for themselves, not all activities allow pupils to apply their skills analytically to solve problems and manage their own work.

Behaviour and safety of pupils

Pupils' behaviour and their attitudes to learning are outstanding. They are tolerant and kind and this helps to create a calm, happy atmosphere throughout the school day. As one older pupil remarked, 'We are all honest here!' At social times all pupils are able to thrive in the happy family atmosphere, including those nursery children who join the school pupils in the dining hall. Pupils really value their friendships and this is evident in the rare disagreements and the willingness to help and support each other. In conversations, pupils show an excellent grasp of what constitutes bullying. They are confident that 'There are lots of ways of stopping someone getting on your nerves'. All parents and carers believe that the behaviour of pupils is at least good.

During lessons, pupils collaborate really well with each other. They demonstrate a well-developed sense of right and wrong. Arrangements to deal with any inappropriate behaviour are highly effective. Pupils are happy to share any worries or concerns they may have with staff. The confidence and trust pupils have in staff is clear to see throughout the school day. As one older pupil maturely reflected, 'The support we receive is exceptional and life-changing'. Their enjoyment of school is evident in their high attendance and punctual habits. Their personal development is exceptionally well supported with a rich variety of memorable experiences, such as a residential experience for pupils of all ages. Excellent opportunities

are provided to develop their sporting and cultural experiences, whether playing a new sport or visiting a synagogue. Pupils talk knowledgeably about how to stay safe and avoid danger. They flourish on responsibility and take great pride contributing ideas for further school improvement. For example, older pupils talk excitedly about plans to establish wildlife in their newly refurbished pond.

Leadership and management

At the heart of the school's considerable improvement has been the headteacher's passion and determination to ensure that all pupils can achieve well in a very safe, caring and nurturing environment. The school's concerted efforts to promote equality of opportunity enable any barriers to pupils' learning and development to be removed. The school staff share her ambitions and provide total support. Accurate self-evaluation of the school's effectiveness stems from the rigorous checking of each pupil's development. This informs improvement planning well. Regular monitoring of teaching identifies areas that require attention. As a result, professional development and performance management are closely aligned to individual needs. The developing confidence of middle leaders adds to the drive to embed a pattern of rapid progress and high attainment. The strengthened governing body is proactive in shaping the direction of the school, including with its federation partner, while remaining sensitive to the concerns of the local community. It demonstrates a good grasp of the school strengths and the benefits of close partnership working. As a result, the school's capacity to secure and sustain improvements is good.

The school enjoys excellent relationships with parents, carers and the local community. They appreciate the improvements in the quality of learning and the wider benefits that confederation working brings. Combined with the outstanding quality of care and support, this ensures that help for pupils is really well targeted. The good and constantly developing curriculum provides a wide range of rich opportunities for high-quality learning. This contributes particularly well to the pupils' excellent spiritual, moral, social and cultural development. Highly effective partnership working, such as with the network of local schools, adds to the opportunities for the pupils' learning and development. The school's evolving international links, which includes staff exchange visits with a partner school in Sri Lanka, and the celebration of cultural diversity nationally, provides pupils with a good understanding of the cultural diversity that exists in the world. Safeguarding requirements are met with much good quality practice adopted in day-to-day routines to protect pupils.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 May 2012

Dear Pupils

Inspection of Carlton and Faceby Church of England Voluntary Aided Primary School, Middlesbrough, TS9 7BB

I want to thank you all for the friendly welcome you gave me when I visited your school to see how well you were learning. I was very impressed by the considerate, thoughtful and sensible way you responded to my questions.

I think that Carlton and Faceby is a good school with a number of real strengths. I was pleased with the outstanding relationships your headteacher has established with all of your parents and carers. You told me that staff constantly encourage you to do as well as you possibly can. I was impressed by your exemplary behaviour and the friendly and polite relationships you enjoy with all of your staff. I was also pleased to hear that you feel totally safe at school because your staff take excellent care of you. You told me that you think bullying of any sort very rarely occurs. You said that your staff deal promptly with any issues and concerns you raise. You also told me of your pride in helping your school to continue to improve.

Your headteacher and governing body are taking very positive action to make certain your school continues improving. They are keen to make certain your lessons are even more challenging, encourage you to work at a fast rate and frequently test your thinking. We would like your teachers to make certain all of your activities are challenging, thought-provoking and encourage you to use your skills independently to solve problems in all subjects. I have also asked your teachers to provide you with more opportunities to work by yourself and rely on your teachers less.

You can all play your part by continuing to work as hard as you possibly can. I wish you all the very best for the future.

Yours sincerely

Clive Petts

Lead inspector

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