

Carlton-in-Snaith Community Primary School

Townend Avenue, Goole, DN14 9NR

Inspection dates 13–14 November 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not effective enough in Years 1 and 2 for pupils to make good progress in English and mathematics.
- The quality of teaching in mathematics does not always promote a good understanding of mathematical methods. This means that some pupils, particularly those of low ability, are not making enough progress.
- Teachers often ask questions that do not allow all pupils to give detailed answers to deepen their understanding.
- Assessment of pupils' work during lessons is not regular enough. Teachers do not check on the progress of all groups of pupils, nor the work of teaching assistants, to ensure good progress for all pupils and improved behaviours for some.
- Procedures to check and improve the quality of teaching are not as effective as they could be. Middle leaders are not skilled enough in supporting teachers so that progress is consistently good or better.

The school has the following strengths

- The quality of teaching and learning in the Reception class is good and enables pupils to develop good skills.
- The teaching of writing is good and pupils take a pride in their well-presented work.
- Pupils benefit from a curriculum which is exciting and enriched by a range of visitors.
- The headteacher and governors have a good understanding of how well the school is doing and where it needs to improve.

Information about this inspection

- The inspectors visited 14 lessons and observed seven teachers. Inspectors observed a small group session led by a teaching assistant. One joint observation of a lesson was undertaken with the headteacher.
- Inspectors spoke to groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school's self-evaluation and development plan, safeguarding information, school policies and governing body minutes.
- The inspectors analysed 50 responses to Parent View (the on-line parent questionnaire). Inspectors spoke to some parents at the start of the school day.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Angela Shaw

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is much lower than the national average.
- The proportion of pupils from minority ethnic groups is below the national average. All pupils speak English as their first language.
- The proportion of pupils supported through school action is below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below the national average.
- The school meets the government floor standards, which set minimum expectations for attainment and progress.
- The school holds the Gold Artsmark and the Rights Respecting School Award (Level 1).
- Since the previous inspection a new headteacher has taken up post.

What does the school need to do to improve further?

- Raise the attainment of pupils at the end of Key Stage 1 by:
 - improving the quality of teaching in reading, writing and mathematics
 - improving the quality of marking to support pupils' achievement.
- To increase the proportion of good teaching in both Key Stage 1 and Key Stage 2 by:
 - developing skilful questioning that gives all pupils opportunities to give full and detailed answers
 - making frequent and thorough assessments of the progress being made by all groups of pupils as the lesson proceeds
 - improving the quality of teaching in mathematics to ensure that pupils develop a full understanding of the mathematical skills they are using
 - regularly check on the work of teaching assistants in order to ensure that all pupils are making good progress in lessons.
- Improve the skills of middle leaders so they can:
 - evaluate the effectiveness of teaching and learning in their subjects
 - use information gathered about the children's attainment and progress in order to identify ways of improving learning.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter the school with skills that are generally typical for their age although the skills of some are below. They quickly develop good social skills and good skills in literacy and numeracy as they work in a stimulating environment that supports good learning. Children start Year 1 with above average skills.
- In Years 1 and 2, progress requires improvement because standards slip back. Although results in reading, writing and mathematics improved in 2012, they remained below the national average and require improvement. Parents expressed some concerns to inspectors about the progress their children were making in Key Stage 1.
- Achievement in Key Stage 2 is better than Key Stage 1 with progress comparing favourably with national expectations. The school has focused on improving the quality of teaching and learning in English and this has had a good impact on the progress pupils make by the end of Key Stage 2. Those pupils who started the key stage with good results at the end of Year 2 make good progress. The progress of low ability pupils in mathematics requires improvement. An analysis of pupils' work indicated that progress in mathematics and English is inconsistent throughout the key stage and lesson observations support this.
- The achievement of disabled pupils and those with special educational needs is similar to other pupils. Their attainment is in line with similar pupils but below that of all pupils nationally.
- Reading is a priority throughout the school. The most recent screening test at the end of Year 1 showed that pupils link letters and sounds very well in order to support their reading development. Throughout the school, pupils are encouraged to read widely. The school promotes reading through authors who visit the school to read and speak to classes and also through good use of the local library service. Pupils treasure their signed copies of books from the visiting authors.
- Inspectors found that most pupils read fluently and with understanding. The school provides extra support in reading for some least able pupils who find difficulty with putting sounds together to make words.

The quality of teaching

requires improvement

- The quality of teaching is variable. Some is good but much requires improvement, particularly in mathematics. In some mathematics lessons pupils are unclear about the methods they are learning and teachers do not use sufficiently varied explanations to develop understanding.
- All teachers plan lessons in detail and provide pupils with good resources that are matched to their differing abilities. In the best lessons pupils work industriously and make good progress due to clear explanations that are given by the teacher.
- Teachers do not always circulate well around the class in order to assess the progress of all pupils. They spend too long with one group. Although this group benefits considerably from the teacher's close attention, other pupils do not receive the support they need to overcome difficulties, particularly in mathematics. This leads to some pupils misbehaving and disturbing the work of others.
- Teaching assistants have good relationships with pupils and are well-briefed by teachers so they know what is expected of them. However, the work of the teaching assistants is not checked on enough by teachers. Therefore, teachers do not always know the quality of support that is given to each pupil and how they could support further progress.
- Skilful questioning that allowed all pupils to contribute through extended answers was infrequent. Some pupils found difficulty in understanding questions that were directed at more able pupils and this led to groups of pupils not being able to contribute and making slow progress.
- In most classes, teachers mark pupils' work regularly and provide good suggestions for

improvement. Pupils did not always respond to the teacher comments as they were not clear about what was required of them. Pupils enjoy opportunities to assess their own work and are developing good skills to support their learning. An analysis of pupils' work showed that marking varied in quality in Year 2 with some incorrect work in mathematics not being corrected.

- All teachers give good attention to developing the pupils' skills of writing. Pupils use punctuation well and enjoy descriptive writing and poetry. Good opportunities are created to develop writing in other subjects such as science. Pupils in Years 3 and 4 enjoyed experimenting with conductors and insulators and writing about the importance of these in supporting an astronaut in a spacecraft. Year 2 pupils enjoyed descriptive writing for a winter scene and using their similes such as 'the lights are as bright as the sun'.

The behaviour and safety of pupils

requires improvement

- Pupils' attitudes to learning vary depending on the quality of teaching they receive. In the best lessons all pupils are industrious and keen to learn. In other lessons some pupils do not focus on their learning and interrupt the learning of others in their group. When given time to share learning with their 'talk partner' some pupils do not focus on their work. At times, teachers do not notice that this is happening and do not always intervene.
- Pupils say that 'behaviour at playtime can be good and bad – but teachers do sort it out'. Inspectors observed that when pupils had enough play equipment to engage them actively in constructive play then behaviour was good. Older pupils enjoy the responsibility of being playground leaders and support younger pupils in engaging in constructive play.
- Pupils have a very good awareness of how to stay safe. They explain clearly how their understanding of internet safety has been extended by the local police officer's presentation about internet safety. Year 5 pupils are ambassadors for road safety and enjoy the responsibility. Pupils say they are safe in school and that bullying is rare and dealt with quickly.
- Attendance in school is above average and pupils arrive in time to school and to their lessons. They enjoy school and are well cared for by their teachers.
- Pupils are polite, courteous and respectful to adults and to other pupils. They have a good understanding of right and wrong. School rules are clear and help pupils understand the responsibilities that go with their rights. A large majority of parents who responded to Parent View believe that pupils are well behaved in school.

The leadership and management

requires improvement

- The headteacher has a very clear view of how well the school is doing and what steps are needed to improve it. Opportunities are being widened for more responsibilities to be shared with middle leaders in order to drive forward her ambitions for the school.
- A rigorous system is in place for checking on the progress of pupils. However, middle leaders do not yet have the skills to use this information effectively. They are not taking steps to ensure that the quality of teaching is improved to promote good progress for all pupils.
- The management of the performance of teachers and teaching assistants supports the priorities for making the school better. Training is provided to help teachers to improve and develop their skills. Recent training on the teaching of writing has improved the quality of pupils' writing.
- The curriculum provides many good creative opportunities for pupils and has a strong focus on reading, writing and mathematics. When designing the curriculum teachers take into account a range of questions posed by pupils and things that pupils would like to find out. This gives pupils a strong interest in the work that is planned for them.
- There is a variety of activities available for pupils after school. Many visits and visitors contribute to rich experiences for all pupils. Pupils' spiritual, moral and social development is promoted particularly well.
- The school's arrangements for safeguarding meet statutory requirements.

- The local authority has provided effective support for the school. In particular, it has assisted in developing the quality of provision for the Early Years Foundation Stage which is now good.
- **The governance of the school:**
 - The governing body is well led. It supports the school effectively. Governors have an accurate understanding of how well the school is doing and where it needs to get better. The spending of the pupil premium is monitored very carefully. Governors ensure that the headteacher reports on the impact the spending has had on these pupils' progress. Individual governors visit the school to extend their knowledge and understanding of how it is providing for the needs of the pupils. Governors ensure that the management of staff's performance is linked to improving pupils' achievement. There is an effective system for evaluating the effectiveness of the headteacher.

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	403460

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	170
Appropriate authority	The governing body
Chair	Margaret Hulme
Headteacher	Christina Clarke
Date of previous school inspection	29 April 2008
Telephone number	01405 860736
Fax number	01405 862863
Email address	headteacher@carlton-in-snaith.n-yorks.sch.uk

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