

# Carlton Miniott Community Primary School

Carlton Miniott, Thirsk, North Yorkshire, YO7 4NJ

**Inspection dates** 9–10 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- All groups of pupils make good progress and individuals from all groups sometimes make outstanding progress.
- By the end of Year 6, pupils are reaching standards about a year in advance of those typically expected for their age.
- The quality of teaching is good overall, and is sometimes outstanding, especially in Years 3, 5 and 6.
- Pupils are well motivated and like to try to work things out for themselves. They often display a powerful curiosity when attempting to solve knotty problems.
- Pupils are safe. They are polite, well mannered and friendly. Their attendance is above average.
- The headteacher provides clear direction and purposeful leadership. He is well supported by an effective governing body and a new but knowledgeable leadership team.
- Teaching and learning have improved significantly since the last inspection and markedly over the past year. Progress has accelerated appreciably, and standards are rising strongly in reading, writing and mathematics throughout the school.

### It is not yet an outstanding school because

- There are some inconsistencies in the quality of teaching, most often when planned work does not meet the learning needs of all pupils well enough. This causes learning to slow for some pupils.
- Leaders do not always give clear and specific feedback to teachers on how to increase the amount of pupils' learning in their lessons.

## Information about this inspection

- Inspectors observed significant parts of 15 lessons, one jointly with the headteacher. They observed the work of several intervention groups. They also looked at work in pupils' books.
- Inspectors listened to pupils read.
- Meetings were held with senior staff, groups of pupils and the Chair of the Governing Body.
- Inspectors looked at a range of other evidence. This included the school's website, its self-evaluation documents, information on pupils' assessment, records of the governing body and its committees' minutes, the headteacher's reports to the governing body, and the school development plan.
- The lead inspector looked at the school's policies, and at documents relating to pupils' behaviour, safeguarding, and the school's curriculum.
- The inspectors considered 11 responses to the staff questionnaire and 37 responses to the Ofsted online questionnaire for parents (Parent View), and letters received from parents.

## Inspection team

Terry McDermott, Lead inspector

Additional Inspector

Janet Lomas

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also well below average.
- Almost all pupils are of white British origin. A very small number of pupils are believed not to speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium is low. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils who join or leave partway through their primary education is above average.
- The school has faced significant staffing turbulence in recent years.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment in English and mathematics.
- A pre-school nursery is located on the school site. This was not part of this inspection.

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

- Improve the quality of teaching, so that more lessons are outstanding by ensuring that:
  - teachers always plan and teach work that is appropriately demanding for pupils of all abilities
  - leaders give frequent, clear and specific feedback to teachers on how to increase the amount of learning in lessons.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with skills and knowledge that are close to those typically expected for their age, although significant variances can occur because of their different pre-school experiences. In the past year, children have made good progress in the Early Years Foundation Stage. A significant majority of children moved into Year 1 in 2013 at a level above that normally expected.
- In both 2012 and 2013, pupils in Year 1 achieved scores above the national average in the phonics screening test (letters and sounds check).
- In both 2012 and 2013, teachers' assessments indicated that pupils reached the end of Year 2 with standards above the national average in reading, writing and mathematics.
- The school's accurate and easy to understand tracking system shows that all groups of pupils throughout Key Stage 2, and especially the most able pupils, are learning at a faster rate than is seen nationally.
- In 2012, pupils left Year 6 about a term in advance of the national average in reading, writing and mathematics. For these pupils, this represented a rate of progress slightly below that seen nationally. Results in 2013 were significantly better than this. From a lower starting point, the Year 6 pupils left the school more than a year in advance of the 2012 national average in mathematics, more than two terms in advance in writing, and about two terms in advance in reading. This represents good progress throughout Key Stage 2.
- The small proportions of pupils with special educational needs make similar rates of progress to their classmates because of the good support they receive. This is because adults make major efforts to ensure that all pupils have equal access to everything the school has to offer.
- The school has used the pupil premium funding it receives to ensure that the small numbers of pupils eligible to receive it reached high standards in 2012 in English and mathematics. This was done by providing extra resources and financial support for extra-curricular experiences that would otherwise have been unavailable. In 2013, the small numbers of eligible pupils reached even higher standards than did eligible pupils in 2012.
- Pupils leave this school well prepared for the next stage of their education.

### The quality of teaching is good

- Teaching has improved in all year groups since the last inspection. The school's detailed records show this clearly, as do pupils' much better progress and the higher standards they are reaching, particularly in mathematics.
- The large majority of teaching is good, with some that is outstanding. There is no inadequate teaching.
- All lessons are characterised by excellent relationships between adults and pupils. Pupils come to class prepared to learn. They listen closely to guidance and respond very well to instructions.
- Teaching is at its best in Years 3, 5 and 6, where teachers routinely provide pupils with many opportunities to find things out for themselves. Pupils like this way of learning, particularly when work is of a practical or a problem-solving nature. Their attitude to learning in these lessons is often outstanding and this leads directly to rapid progress within the lesson.
- A particularly noteworthy example of this was in an excellent Year 5 lesson, when pupils had to work collaboratively to help each other to improve the quality of their descriptive writing. The teacher and the teaching assistant moved round the class asking 'how' and 'why', but giving no answers. Pupils tested each other's work but had to supply alternative words to ensure improvements in vocabulary, to suggest adjectives and adverbs and to apply similes and metaphors. The room was buzzing with enthusiastic involvement, pupils were engrossed in developing their writing skills and as a result, their learning was very impressive.

- Teachers are strong role models for the attributes of respect and calmness. Pupils quickly pick up on these, and their spiritual, moral, social and cultural awareness develops quickly.
- Pupils usually work with a high degree of independence, and know what to do if they have difficulties, by making reference to the good range of learning prompts within the classrooms.
- Pupils keep their books in very good order because teachers insist on high standards of presentation. Marking is regular and informative.
- Support staff know pupils well. Some are very effective in driving pupils' learning forward.
- In some lessons, pupils do not always learn as much as they might. This is because teachers do not always plan in sufficient detail to meet the learning needs of all the pupils in their class well enough. This leads to inconsistencies in learning when some pupils find the work too easy or others find it too hard. Either way, learning is not as rapid as it might be.

### **The behaviour and safety of pupils** are good

- Pupils behave well and are polite and courteous to visitors. Sometimes they become a little restless or impatient when work does not challenge them sufficiently.
- They say they are safe in school. They can recount the school's efforts to avoid traffic accidents at the start and end of the school day. They say they can always go to a trusted adult to help when issues arise. Pupils understand how to keep themselves safe outside school, including when using computers. The school ensures that pupils are alert to the risks associated with substance abuse, alcohol, and road traffic.
- Pupils say there is little that could be called bullying, though occasionally there can be some name calling. They are aware of the different forms bullying can take, and are confident that teachers would be able to help them if any bullying did occur.
- Assemblies provide good opportunities for pupils' spiritual development. Pupils reflect thoughtfully on the positions in which others might find themselves. They show great respect for the views of others.
- Pupils say they like school, and they enjoy the camaraderie and competitiveness of the wide range of after-school clubs. They say that learning is 'fun'. Their consistently above average attendance reflects this.

### **The leadership and management** are good

- The headteacher has shown calm persistence in dealing with the turbulence in staffing. This has ensured the stability of the school has been maintained to provide a firm springboard for recent rapid improvements.
- Firm leadership, with high expectations that all teachers will inspire good learning, has seen morale soar as pupils' progress has accelerated this year and standards have risen.
- The headteacher's evaluation of the school is accurate. Plans for further improving learning are clearly focused on improving the quality and consistency of teaching. This is supported through tightly aimed professional development. Salary progression is only approved when teaching leads to pupils making good progress.
- Leaders and managers are well informed and very committed to their roles. However, they do not check closely enough on the amount of learning taking place in lessons and other supporting activities, nor do they always record the strengths and areas to develop in what they have seen.
- The school is developing closer links with local schools to help it overcome the barriers to improvement presented by geographical isolation. The group of schools had already appointed a shared school sports coordinator to increase pupils' participation and well-being before the advent of the Primary School Sport funding. This funding is now being used to build the confidence and expertise of teachers to ensure sustainability in the future.
- Pupil premium funding is used effectively to ensure that eligible pupils are able to access the same resources and extra-curricular opportunities as their schoolmates.

- The local authority provided appropriate support to help the school through its testing times. Its relatively infrequent recent contacts are limited largely to historical data checking rather than giving practical guidance on moving the school from good to outstanding.
- **The governance of the school:**
  - Several governors are relatively new to their roles. They are good at questioning the headteacher and using national performance data to determine how well the school is doing because the Chair of the Governing Body has educational expertise and governors undergo regular training.
  - Records show that the governing body fulfils its statutory duties thoroughly, for instance, safeguarding children and safer recruitment, ensuring the financial probity of the school, holding the school to account for the progress made by those pupils for whom it receives the pupil premium and for improving the performance of teachers in the school.
  - The governing body knows what the headteacher has done to make recent improvements, and know its role in securing further developments.

## 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

<b>Unique reference number</b>	121374
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	425832

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

<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>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Flouri
<b>Headteacher</b>	Steve Crocker
<b>Date of previous school inspection</b>	19 October 2011
<b>Telephone number</b>	01845 522088
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