

Carr Junior School

Ostman Road, Acomb, York, North Yorkshire, YO26 5QA

Inspection dates 14–15 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	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.

- Pupils thrive and feel exceptionally safe in this harmonious school. Their spiritual, moral, social and cultural development and the school's efforts to keep pupils safe and secure are outstanding.
- Pupils make good progress from their starting points and achieve well. Pupils' progress is continuing to accelerate because of the good teaching.
- Teaching is good and improving. Staff continuously review their own teaching, willingly taking on board any suggestions and help that will improve their teaching.
- Pupils' attendance is high because they enjoy coming to school to learn. They behave well because the systems in the school are consistently applied.
- Senior leaders' inspirational leadership is ensuring rapid school improvement. The focus on improving the quality of teaching and pupils' progress, particularly in writing, has been successfully addressed since the last inspection. The senior leaders are extremely good at developing the staff in a supportive and yet challenging way.
- All pupils get the very best opportunities to engage in school life, including the many interesting events that take place throughout the year to motivate and engage pupils.
- The governing body effectively challenges all aspects of the school's work and provides high-quality support.

It is not yet an outstanding school because

- There is not yet sufficient outstanding teaching to ensure all pupils of all abilities make even more progress.
- Some pupils are not able to learn and behave well without a lot of support.
- Pupils do not have a good understanding of how to improve their work, particularly in mathematics.

Information about this inspection

- Inspectors observed 11 lessons, including one joint observation with the headteacher. Inspectors listened to pupils read and reviewed pupils’ written work.
- Meetings were held with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior leaders, members of the teaching staff and an officer from the local authority.
- The 58 responses to the online questionnaire (Parent View) and the school’s surveys for parents were examined.
- A range of documents were reviewed, including the information on pupils’ achievement, school’s data on pupils’ current progress, documents relating to safeguarding and planning for improvement, procedures for checking the quality of teaching and records relating to behaviour and attendance.

Inspection team

Barbara Hudson, Lead inspector	Additional Inspector
Jan Lomas	Additional Inspector

Full report

Information about this school

- This school is broadly similar in size to most primary schools and pupil numbers are rising.
- Most pupils are from White British backgrounds. There are a few pupils from different ethnic minority backgrounds. The number of pupils who do not speak English as their first language is low.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is average. (The pupil premium is additional funding for those who are known to be eligible for free school meals, children from service families and children that are looked after.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the last inspection, three new members of the teaching staff have been appointed.
- The school is part of the York's West Cluster Group.
- At the time of the inspection, the Year 6 pupils and four of the staff were on a residential activity.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching to raise achievement further by:
 - enabling pupils to understand the effort they have to put into their learning and behaviour so that they will achieve more
 - developing pupils' understanding of what they need to do to improve their work through better marking and target setting, particularly in mathematics.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress from their starting points. Thorough analysis of individual pupils' progress and swift effective interventions to help pupils with learning difficulties mean that many pupils make better than expected progress.
- The school's emphasis on reviewing individual pupils' educational, social and emotional needs ensures that they learn well. An excellent example is the use of the class known as 'the hive' to support pupils who are having problems learning or are experiencing some emotional difficulties.
- Pupils' progress in reading has consistently been the strongest, because pupils are expected to read frequently in school and at home. Additional opportunities to read with an adult in school are provided for some pupils to boost their expertise.
- The school's focus has correctly been on improving pupils' attainment and progress in writing. The work has had a positive impact on pupils' progress, with most making expected progress or better throughout the school. This has not yet had an impact in the Year 6 tests, because the increased progress in Years 3, 4 and 5 has not yet reached Year 6.
- Pupils' progress in mathematics is good. Pupils are provided with many opportunities to develop their skills across the curriculum, such as when Year 3 pupils were calculating the differences in time around the world. Pupils are not as aware as they should be, however, of what they need to do next to improve their work.
- School data show that pupils' progress for all ability groups is good. The most able pupils make most gains in reading and writing. In tests, they perform better in mathematics. This is because the good support materials, such as lists of vivid words to use in their writing, are not withdrawn soon enough to enable them to become aware of the effort required to work independently.
- Extra provision, provided by the pupil-premium funding, includes more focused small-group and one-to-one support in literacy and numeracy for identified pupils, as well as guidance and support for those families with particular social and personal needs. As a result, pupils supported by the funding make good progress from their starting points.
- In the 2013 tests, pupils eligible for free school meals were two terms behind their peers but just one term behind the same group nationally. The gap in 2013 was greater than in 2012, when pupils eligible for free school meals did better than other pupils. The school is aware that pupils' attainment varies from year to year. When the school uses its data to analyse pupils' progress for pupils eligible for free school meals and those who are not, progress is very similar.
- Disabled pupils and those who have special educational needs make good progress. The school gets the best advice available from support services and uses this to carefully tailor support for individual pupils.
- Pupils who are learning English as an additional language make good progress because of the way in which they are included in all school activities, the support and care that they receive from staff, and the good teaching.
- The school is highly effective at ensuring equality of opportunity is provided to all pupils. The range and extent of support provided for individual pupils are exemplary and this is having a positive impact on pupils' achievements educationally, socially and emotionally.
- The majority of parents are very pleased with their children's progress.

The quality of teaching

is good

- Teaching is good. Staff are fully committed and eager to improve their teaching and this is evident in the improvement in teaching since the last inspection. Senior leaders ensure staff are given high-quality feedback on their teaching. They provide high-quality training from within the school and from outside providers. An excellent example is when two staff from this school successfully presented a training course for the West Cluster Group on 'What makes outstanding

teaching?’

- Teachers display good levels of subject knowledge. Pupils’ spiritual, moral, social and cultural development is exceedingly well woven into lessons. This was very evident in a Year 3 lesson, when pupils were acting out a scene from the Romulus and Remus story. Lessons are planned well to meet the needs of different groups of pupils.
- Exceptionally good teamwork between teachers and teaching assistants ensures that all pupils are provided with good support, as was observed when the pupils from ‘the hive’ were baking ‘fat rascals’ (cakes). This increases pupils’ learning, particularly for those who are having difficulties.
- Teachers expect pupils to learn and behave well and this ensures that lessons have a good pace. However, the support for the most able pupils, such as materials to help them write better, is available too often and this stops these pupils putting the necessary effort into working on their own.
- Pupils enjoy their learning and most are highly motivated to do their best. This was very clear in a Year 3 lesson; pupils were given their first instruction as they were coming up the stairs from the playground so that when they entered the classroom, work started immediately.
- Most listen attentively in lessons and engage well with tasks. This was particularly evident in a Year 4 lesson, when a picture of a church crypt was used to develop pupils’ vocabulary and stir their imaginations. Pupils respond very positively to the instructions staff give them.
- Most often, the questions staff ask the pupils make them think. In some lessons, however, the questions require just a ‘yes’ or ‘no’ answer. This reduces pupils’ opportunities to apply their knowledge and give reasons for their views.
- Pupils are very adept at using new technology such as tablet computers. This was observed in a Year 5 science lesson, where pupils used books and tablet computers to discover information about the sun and the earth for a film presentation.
- Pupils are aware that they have targets for improving their work but many are not clear about what they are and why they need to work on them.
- Marking of pupils’ work is regular. The marking in writing across the curriculum is stronger than in mathematics. In writing, teaching staff provide pupils with more guidance on what they need to do next and the time to improve their work. In mathematics, guidance on what to do next is only occasionally seen.
- Parents feel that their children are taught well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils thoroughly enjoy school life. Their attendance is consistently above the national average. The vast majority of pupils are punctual. They show care and respect to one another and adults. They work and play cooperatively in lessons, playtimes and lunchtimes. Pupils’ spiritual, moral, social and cultural development is outstanding because it is extremely well promoted in all aspects of school life.
- Pupils have a very clear understanding of the rewards and consequences of their behaviour. As one pupil said, ‘We have to behave well because there are no hiding places.’ Some pupils, however, are very reliant upon the procedures to support good behaviour rather than it being natural.
- Pupils feel exceedingly safe in school and are aware of how to keep safe outside school. They are confident that if bullying should occur, the staff would quickly ensure that this was resolved. An excellent example is the way the school addressed an issue where pupils complained about other pupils looking at them strangely, which was diffused by everyone dressing up in outrageous outfits. This was known as a ‘Look At Me Day’.
- The school’s work to keep pupils safe and secure is outstanding. Staff provide outstanding support and care for all pupils. The exemplary procedures to safeguard and care for all pupils are effectively carried out in school. Staff are very good at praising pupils so that they feel good about themselves and want to learn. They are also particularly good at listening to pupils’

concerns and helping them to resolve their problems. Pupils are very confident that if they have a problem, they can talk to a member of staff who will do their best to help.

- The vast majority of parents say that their children are very happy and safe in school. Most feel that pupils are well behaved.

The leadership and management

are good

- The inspirational, determined and effective leadership is ensuring that this school is moving forward at a quick pace. Very thorough and accurate evaluations of what the school does well and how it can improve are having a positive impact on pupils' achievement. An excellent example of this is the speed at which pupils struggling with their learning or personal needs are provided with help.
- The headteacher and deputy headteacher are a very strong team. They are insightful, yet highly supportive of the staff. They very quickly see a resolution to a problem and have the tenacity to follow through areas for improvement. An excellent example of this is the improvement in teaching through using expertise within the school, from outside providers and giving support for individual staff where required.
- The recent expansion of the senior leadership team to include middle leaders is increasing the level of accountability and support for staff. The new senior leaders are effectively developing their role and are beginning to see the impact of their work on the school's performance.
- Subject leaders have successfully developed their role since the last inspection. They are actively involved in the checking and evaluating of their subject responsibility. Their work is beginning to have a positive impact on pupils' learning in all subjects.
- Very thorough procedures to check the quality of teaching and pupils' achievement are in place. Lesson observations, the regular scrutiny of teachers' planning and pupils' work in their books together with pupil progress meetings ensure that leaders are well placed to tackle variations in performance. This information is extremely well used to check how well staff are performing and link it to pay.
- The curriculum very effectively promotes pupils' achievement and their personal development. The very wide range of events that occur during a school year is exciting and motivates pupils to learn, such as Maths Puzzle Day and Gold Day. The school provides pupils with a wide range of sporting and creative activities, including educational visits and residential visits, some as sleepovers in school and others further afield, such as Year 6 at Dobroyd Castle.
- The new primary school sport funding is used well to increase the opportunities for pupils to partake in physical activities within the school day and support a wide range of after-school clubs. In these sessions, pupils are encouraged to enjoy the activity, understand why physical activity is beneficial to their health and develop their interests and potential.
- School leaders and governors value the work of the local authority. They feel that the officers in the authority listen to their requests and provide good support. Staff value the range of well-targeted training opportunities offered by the local authority and by the schools in the West Cluster Group.
- The school has very good relationships with parents. This is because the school provides them with excellent support. The school works hard to reach all parents and carers.
- **The governance of the school:**
 - The governing body is very ambitious for the school. Governors are challenging, yet supportive of the staff. They often work with staff to ensure that all are familiar with the strengths and weaknesses in the school. They have the required skills and expertise to hold leaders to account. They actively seek knowledge and advice from within and beyond the school to ensure that the school's and their evaluations are accurate. They have an excellent understanding of strengths and where the school needs to go next to improve its work. Their meetings have focused on evaluating the improvements in pupils' standards and progress since the last inspection. Governors have used this information when they have reviewed the performance of staff and pay progression. They have a clear understanding of the school's

finances, including the pupil-premium funding and the primary school sport funding. They ensure that the school's safeguarding arrangements meet the statutory requirements.

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	121272
Local authority	York
Inspection number	430946

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Cheryl Cox
Headteacher	Caroline Ryder
Date of previous school inspection	19 March 2012
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