

Carleton Rode Church of England Voluntary Aided Primary School

Church Road, Carleton Rode, Norwich NR16 1RW

Inspection dates	6–7 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher has worked effectively with staff to improve teaching and raise standards.
- Pupils' achievement in mathematics, in particular, has improved considerably since the previous inspection.
- Teachers are more confident in their subject knowledge and have high expectations of pupils in English and mathematics.
- Pupils' behaviour is good. They are polite and keen to do well in their learning.
- The school cares for pupils very well. Relationships are excellent.
- Children in the early years get off to a good start because their learning is interesting and purposeful.
- The effectiveness of governors has improved. They now hold school leaders to account well.

It is not yet an outstanding school because

- Standards in writing are not as strong as those in reading and mathematics.
- At times, pupils are not required to produce neatly presented writing to a high quality, especially in subjects other than English and mathematics.
- Middle leaders do not check enough how well pupils are applying their skills in different subjects.
- Not enough pupils make more than expected progress in writing.
- On occasions, teachers do not move pupils' learning on when they are ready and this slows their progress.

Full report

What does the school need to do to improve further?

- Raise standards in writing to match those in mathematics and reading so that:
 - the quantity and quality of writing in other subjects are as strong as they are in English
 - the consistency of presentation of pupils' work comes up to the standard of the best.

- Ensure that more pupils make better than expected progress by:
 - taking pupils' different starting points more fully into account when setting tasks in subjects other than English and mathematics
 - moving learning on, once they have grasped concepts, to extend pupils' understanding
 - middle leaders checking how well pupils are applying their skills in subjects other than English.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher has set out a clear vision for improving the school which has been embraced by all staff and governors. He has created the momentum to drive forward changes that have seen teaching and learning improve considerably and outcomes for pupils increase.
- Teaching staff have risen well to the challenge set for them by the executive headteacher and the governing body. As a result, their performance has improved and they are keen to try out new ideas and learn from good practice in the partner school and other schools in the Acorn Learning Alliance.
- Regular meetings about the progress that pupils are making challenge teachers to take responsibility for their judgements about how well pupils are doing.
- While middle leaders have focused on checking the quality of provision in English and mathematics, they have not so far examined how well pupils are applying their skills in other subjects.
- The school provides a rich curriculum that enhances pupils' learning. Pupils say they 'learn a lot' and speak with enthusiasm about all the different activities they undertake. Leaders keep the curriculum under review and make regular adjustments in line with pupils' interests and needs. For example, the curriculum in mathematics now includes more opportunities for pupils to use practical apparatus as they become familiar with new concepts.
- The school promotes pupils' spiritual, moral, social and cultural awareness well. Pupils learn about important values such as respect, honesty and resilience. The school's Christian ethos also reinforces treating others as we would expect to be treated.
- These values link well with the fundamental British values of democracy and the rule of law and tolerating each other's differences. Pupils ran a mock general election last year and have been finding out about the recent European Union referendum. The school prepares them well for life in modern Britain.
- Pupils benefit from a wide range of activities that enhance their experiences, including visits, visitors and clubs. For example, a group of pupils attended the Wimbledon tennis championships and a drama group performed a play about the life of the Spanish artist, Picasso.
- The school sports premium is spent effectively on coaching for pupils and staff. Pupils take part in a wide variety of sports through the Acorn Learning Alliance and in numerous tournaments in, for example, netball, tennis and tag rugby. As a result of this spending, pupils take more exercise and develop a good raft of skills.
- Leaders ensure that the pupil premium is spent effectively on helping disadvantaged pupils to do as well as their peers. Previous gaps in attainment have closed and, in some cases, these pupils are doing better than others in the school.
- The local authority has been active in supporting the school on its journey to good, particularly in improving the teaching of mathematics. The Acorn Learning Alliance has also been generous in sharing best practice and working with teachers to check the accuracy of their assessments.
- Parents and carers are overwhelmingly positive about the school, and say how happy their children are and how pleased they are with the progress they are making.
- **The governance of the school**
 - The governing body has strengthened its effectiveness since the previous inspection. The formation of a school improvement committee has enabled governors to keep a close check on the quality of the school's provision and the achievement of pupils.
 - Governors know the school well and visit regularly. They hold 'deep-dive days' when they come together to find out about how the school is making progress against its key priorities for improvement.
 - Governors manage the school's finances efficiently and ensure that they are fulfilling their statutory responsibilities regarding the safeguarding of pupils and the management of staff.
- Safeguarding arrangements are effective. All staff have received up-to-date training and know how to report any concerns. The school keeps careful records of its work and liaises well with parents and other agencies to keep pupils safe.

Quality of teaching, learning and assessment is good

- Pupils show an awareness of their learning when choosing tasks that challenge them. They know about their targets to improve their attainment and are reminded to work towards them. In Years 5 and 6, the teacher worked effectively with the most able pupils to ensure that their learning was extended when solving problems about fractions.
- An emphasis on pupils' reasoning and mathematical understanding has helped to accelerate their progress. Teachers are skilled in helping pupils to understand concepts in mathematics, sometimes with the aid of practical apparatus. There is also evidence of pupils applying their skills in solving a range of problems.
- At the previous inspection, teachers were not consistently setting activities that promoted learning. This issue has been addressed effectively. Teachers ask interesting questions of pupils and get them to think more deeply. For example, when Year 5 and 6 pupils were considering 'good' and 'bad' traits in the characters of 'Macbeth', the teacher built upon a pupil's query about whether having ambition was a good or a bad thing. In Years 3 and 4, a 'through the keyhole' writing activity was imaginative because it only gave pupils a limited view and encouraged them to speculate about what they were seeing.
- The most able pupils are challenged well across the school. Their progress is being tracked more rigorously and this means that teachers know that they are on course to reach the high standards that they should, particularly in English and mathematics. When teachers plan learning in these core subjects they specifically consider how to deepen the understanding of the most able pupils to ensure that their progress does not falter. However, at times, in other subjects, the most able pupils are given work that does not make sufficient demands of them.
- The teaching of those pupils who have special educational needs and/or disabilities is good. Teaching staff know the pupils well and tailor learning to suit them. This means that they receive the support that they need to keep up with other pupils.
- One way that the teaching of writing has improved is that teachers have higher expectations of the work that pupils should produce. For example, they are expecting pupils to edit their work and reflect upon how it could be even better. The most able pupils are writing at length and forming sentences that are more complex. Pupils' writing is being celebrated through displays around the school and even in the playground. As a result, pupils enjoy writing. However, the quantity and quality of writing in subjects other than English varies. It is not as consistently strong as it is in pupils' English books.
- There has been improvement in presentation and in the care that pupils are taking in their work, particularly in English and mathematics. At times, work in other subjects is not presented to the same high standards, because teachers' expectations vary.
- Teachers use assessment effectively to set work in English and mathematics that draws on their knowledge of pupils' starting points. However, in other subjects, on occasion, teachers give all pupils the same work to do and this means for some it is too easy and for others it is too difficult.
- Teachers are accomplished at enabling pupils to make the most of their learning most of the time. Just occasionally, they do not move pupils on to more difficult learning once they have grasped key concepts quickly enough. When this happens, learning slows.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are enthusiastic about their learning and keen to take part in lessons. They work hard and listen attentively to one another when sharing ideas.
- Older pupils get on well with younger ones. Pupils of mixed ages eat lunch together and play together in the playground. In the mixed Reception, Year 1 and 2 class, the older pupils help to look after the younger children and are good role models for them.
- The school's focus on making pupils aware of expected attitudes to learning is proving successful in engaging and motivating them. For example, pupils know to persevere even when work becomes demanding.
- Pupils do not see bullying as a problem in the school. They say, 'You can talk to any teacher' and are confident that any concerns they may have will be dealt with effectively. In this way, the school cares very well for pupils, especially those facing difficulties.

- Pupils say how safe they feel. This view was also supported by parents who spoke with the inspector. Pupils have a good understanding of keeping safe in different situations, including when using the internet.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well, in and around the school. They are polite and willing to talk to visitors about their learning.
- The school has a 'family feel', which is reflected in the excellent relationships between pupils and between staff and pupils of all ages.
- The school environment is attractive and supports learning well. Outside, for example, educational display boards provide interesting information and celebrate pupils' writing. Pupils tend vegetable plots and use the produce to supplement their school meals.
- On rare occasions, pupils lose concentration when expectations are not high enough, mainly in subjects other than English and mathematics. The quality and presentation of their work are not so strong when this happens.
- Attendance is broadly average for all groups of pupils, including disadvantaged pupils, those with special educational needs or disability and Gypsy, Roma and Traveller children.

Outcomes for pupils

are good

- Because cohorts are so small in this school, it is not possible to draw any meaningful conclusions about trends over time. However, most pupils' attainment is in line with national expectations. Where it is not so strong, this is invariably because pupils joined the school late.
- All pupils are making expected progress from their starting points and a good proportion are making more than expected progress in mathematics. Achievement in mathematics has improved since the previous inspection, both in terms of outcomes and in teachers' confidence in teaching mathematics. The school has dealt with a legacy of underachievement successfully.
- Half of the pupils currently in key stage 2 have joined the school during the key stage, and some quite recently. While all pupils are making at least expected progress, the school's performance information shows that the attainment of the new arrivals is below that of those pupils who have been in the school for the whole of key stage 2. This means that the longer pupils remain in the school, the better they do.
- Outcomes in reading are good. Older pupils read fluently and widely. They can discuss favourite authors and review books that they have read. Younger pupils use their good knowledge of phonics (the sounds that letters represent) to sound out unfamiliar words. All pupils who spoke to the inspector were enthusiastic about reading and read often at home.
- All groups of pupils make good progress. However, not enough pupils make rapid progress in writing. This is because expectations of the quality of pupils' writing in subjects other than English vary across classes and different subjects.
- Effective use of the pupil premium means that disadvantaged pupils receive the support that they need to keep up with their peers. There were too few pupils in Year 6 in 2015 to comment on their achievement without identifying them. The school's performance information has not thrown up any significant gaps between disadvantaged pupils and the others.
- The school tailors support well to meet the specific needs of pupils with special educational needs or disability. As a result, they make good progress from their starting points. Most of these pupils are also eligible for the pupil premium.
- The most able pupils achieve well because in English and mathematics teachers challenge their learning effectively. This means they reach the standards they should by the end of Year 6. At times, they are given work to do in other subjects, such as science, which is too easy for them.
- Pupils from a Gypsy, Roma, Traveller background make good progress like the other pupils and benefit from the school's rich curriculum. They have opportunities to share elements of their culture with other pupils which deepens all pupils' understanding and enhances their experiences.

Early years provision

is good

- Even though they are part of a mixed-age class, Reception children receive a dynamic and vibrant early years curriculum, which enables them to make good progress.
- The indoor and outdoor spaces are set up in ways that promote effective learning. For example, the school has invested in high-quality equipment outside that stimulates children and enables them to explore all areas of learning.
- The teacher has high expectations and has a clear understanding of how young children learn. This means that the activities they undertake are purposeful and imaginative. Staff ensure that they take full account of children's interests and consult them regularly. For example, children were asked what they would like to find out about money.
- Well-established routines mean that children feel safe and secure in the early years and work with concentration. They get on well together. This was evident when they all stopped for a snack and were engaged in conversation about what they were learning and news from home.
- The effectiveness of leadership and management in the early years is good. The early years leader keeps careful records of children's progress. 'Learning journeys' present an attractive portfolio of children's achievements in all areas of learning. These are illustrated copiously with photographs and notes.
- Disadvantaged children benefit from the early years premium and make the same good progress as the other children. Staff ensure that the rich curriculum helps all children to develop the language skills that they need to be successful.
- Children learn to read quickly, as phonics is taught well. They have opportunities to apply their skills in a range of contexts. For example, children were taking orders in the role play fast-food outlet and writing down the requests. At times, the most able children in particular are not required to write at the length that they are capable of. However, it was clear from the work of last year's Reception children (in the same class) that progress in writing accelerates through Year 1. Pupils are well prepared for the curriculum in Year 1.

School details

Unique reference number	121110
Local authority	Norfolk
Inspection number	10011796

This inspection 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	54
Appropriate authority	The governing body
Chair	Vicky Brosniham
Headteacher	Richard Denny (executive headteacher)
Telephone number	01953 789384
Website	www.carletonrodeprimaryschool.com
Email address	office@carletonrode-primary.norfolk.sch.uk
Date of previous inspection	25–26 March 2014

Information about this school

- The school has fewer pupils than most primary schools.
- Pupils are taught in three mixed-age classes. These consist of early years and Years 1 and 2; Years 3 and 4; and Years 5 and 6.
- Most pupils are White British.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals or children looked after) is above average.
- The proportion of pupils who have special educational needs and/or disabilities is high, but no pupils have statements of special educational needs or education, health and care plans.
- A number of pupils join the school late each year from other primary schools.
- In 2015, the school met current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school is one of two schools in the Jigsaw Partnership that share an executive headteacher. The schools have separate governing bodies and run separate budgets.
- The school is part of a cluster of schools called the Acorn Learning Alliance that share good practice and provide mutual support.

Information about this inspection

- The inspector observed learning in 15 parts of lessons, many of them jointly with the executive headteacher.
- The inspector heard pupils read and, with the executive headteacher, looked closely at samples of pupils' work.
- The inspector looked at a wide range of the school's documents including development plans, policies, self-evaluation reports and safeguarding records. He considered evidence of the school's partnership work and the information provided for families.
- A meeting was held with a group of older pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff on a wide range of subjects, including safeguarding arrangements and their professional development. The inspector talked to the chair of the governing body and three other governors, and met with a representative of the local authority.
- The inspector observed a whole-school assembly.
- The inspector considered 21 responses to the online questionnaire, Parent View, including 22 written comments. The inspector also spoke informally to some parents. He considered three responses to the staff questionnaire.

Inspection team

Nick Butt, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

