

Inspection of Carleton Endowed CofE Primary School

Carleton, Skipton, North Yorkshire BD23 3DE

Inspection dates: 15 to 16 June 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Leaders have not ensured that the arrangements to safeguard pupils are effective. Sometimes, when pupils are at risk of harm, the right actions to keep them safe are not taken by staff. Despite these shortcomings, pupils say that they feel safe.

The quality of education that pupils receive is not good enough. In reading, leaders have mapped out the knowledge and skills that they want pupils to know and remember. In other subjects, curriculum plans are in the early stages. This means that pupils are not learning as well as they should in these subjects.

Pupils behave well. One pupil commented, 'I can get on with my work because pupils are quiet when they need to be'. Pupils are polite, well mannered and articulate. They show kindness and respect to each other. Bullying rarely happens. When it does, adults sort it out swiftly. Pupils, parents and carers confirm this.

The school's Christian ethos underpins all aspects of school life. Pupils willingly take on leadership roles in school, such as school council and worship leaders. They know that they must be trustworthy and responsible to hold these posts. This motivates them to do well.

Pupils have many opportunities to attend residential visits, visit museums, take part in performances and attend sporting activities. Pupils in year 6 spoke with enthusiasm about their upcoming visit to Marrick Priory. These opportunities enhance pupils' learning and broaden their horizons.

What does the school do well and what does it need to do better?

Since the previous inspection, leaders have not focused well enough on the most important priorities. As a result, the quality of education has declined and safeguarding arrangements are not effective. The new interim headteacher has a more accurate view of the school and has identified the things that need to be addressed urgently.

Leaders have taken some steps to improve the teaching of early reading. Books are well matched to the sounds pupils know. Pupils are developing a greater love of reading as a result of leaders' work. Leaders have introduced a new approach to the teaching of phonics and early reading. Training has improved the confidence of many staff. However, some staff who support pupils who need extra help learning to read have not been trained in the school's phonics programme. This means that some pupils are not catching up quickly enough.

In other subjects, the curriculum is not well developed. In subjects such as geography and history, leaders have not identified the precise subject knowledge they want pupils

to learn. They have not focused sufficiently on the order in which topics are taught so that pupils build on prior learning.

Most curriculum leaders are new to post. Many have not received appropriate training to carry out their roles effectively. This means they lack the skills needed to check effectively how well the curriculum is being taught.

The new special educational needs coordinator is beginning to accurately assess and identify pupils' needs. Currently, plans to support these pupils are not precise enough. This means that some pupils with special educational needs and/or disabilities (SEND) do not receive the support they need.

In the early years, children are well looked after by caring adults. Children cooperate and play well together. They have lots of opportunities to develop their reading and writing skills. Children are beginning to learn to read and write well. However, leaders have not carefully planned other curriculum areas, such as mathematics, well enough. In these subject areas, staff do not plan the sequences of lessons that are needed to ensure that children are well prepared for key stage 1.

The personal development of pupils is a strength. Leaders and other staff are united to help pupils to develop as good citizens. Pupils show respect and tolerance for each other. They understand the importance of British values and learn about democracy by voting for the student council and by visiting the Houses of Parliament.

Until recently, leaders were not mindful of staff workload and well-being. Staff say that they now appreciate the time they are given to carry out their roles and responsibilities.

Governors understand some of the strengths and weaknesses in the school. However, they are unaware of the weaknesses in the school's safeguarding arrangements. They have an over-generous view of the quality of education. Although governors ask challenging questions of school leaders, they are too accepting of what leaders tell them. The newly appointed chair of governors has recognised this and has sought the support of the local authority to conduct an external review of governance.

Parents who spoke to inspectors were positive about the school. They say that communication has improved. One parent reflected the views of many when describing the school as 'happy and caring'.

Safeguarding

The arrangements for safeguarding are not effective.

Governors have not met their legal responsibility to safeguard pupils. The local authority and governors have not had effective oversight of the school's safeguarding arrangements.

Leaders do not foster an attitude that 'it can happen here' when it comes to safeguarding risks. On several occasions, leaders have failed to follow up serious safeguarding concerns raised about pupils who may be at risk of harm. This has put pupils at risk. The school's record-keeping for logging concerns is extremely weak. Records of safeguarding concerns are stored in separate places. This makes it difficult for leaders to obtain a chronology of events following concerns about individual pupils. Safeguarding records lack detail and some leaders' actions are not recorded.

Senior leaders have not consistently carried out the appropriate checks when recruiting staff and governors, as set out in the Department for Education statutory guidance.

Staff receive regular safeguarding training. Most understand what to do if they have any concerns about a pupil's welfare or safety. A few members of staff were unclear about who they should speak to if they have concerns about a colleague's conduct.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Governors have not fulfilled their responsibility to check on the quality of safeguarding arrangements. Arrangements for safeguarding are not effective. The right action has not been taken where pupils are at risk of harm. Leaders should ensure that the school's records of safeguarding concerns are accurate and that risks to pupils are followed up with urgency. Leaders should also ensure that all checks on the suitability of adults to work with pupils are completed and recorded accurately.
- In too many subjects, the curriculum is not well planned. Consequently, pupils do not learn the important subject knowledge required for further learning. Leaders must ensure that all subjects are coherently planned and well sequenced so that pupils build on existing knowledge effectively. Senior leaders should ensure that curriculum leaders have subject-specific expertise and time to check the implementation and impact of the curriculum.
- While there is a clear curriculum plan for phonics, some staff have not received the necessary training and support so that they can implement this effectively. As a result, pupils who find reading more difficult do not catch up quickly enough. Leaders should act quickly to ensure that all staff are well trained to teach phonics effectively. They should ensure that pupils gain the knowledge they need to become fluent readers by the end of key stage 1.
- Despite some improvements, the plans to support pupils with SEND are not precise enough about pupils' specific needs. As a result, staff do not provide the right support for this group of pupils. Leaders should ensure that plans outline the right support to help pupils to achieve well and that any necessary staff training is provided.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121624
Local authority	North Yorkshire
Inspection number	10195841
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair of governing body	David Claxton
Headteacher (Interim)	Susan Marshall
Website	www.carletonendowedprimary.org.uk/
Date of previous inspection	15 February 2017, under section 8 of the Education Act 2005

Information about this school

- There have been significant recent changes to senior leadership since the previous inspection. A new interim headteacher and chair of governors began at the school in June 2021. The special needs coordinator was new to post in May 2021. Most curriculum leaders, including the mathematics and history leader, are new to the role.

Information about this inspection

Inspectors carried out this inspection under section 8 of the Education Act 2005. Inspectors deemed the inspection a section 5 inspection under the same Act.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- Inspectors met with the interim headteacher, assistant headteachers, curriculum leaders and early years leader. The inspection team also met with the leader responsible for safeguarding, behaviour, attendance and personal development. The lead inspector held discussions with members of the governing body, including the chair of governors, and spoke to representatives from the diocese and the local authority.
- Inspectors carried out deep dives into reading, mathematics and history. Other subjects were considered as part of the inspection. Inspectors visited lessons with school leaders, looked at pupils' work, listened to pupils read, spoke to pupils about their work and spoke to teachers.
- Inspectors spoke to parents and carers before and after school, as well as groups of pupils to get their views about the school.
- Inspectors scrutinised a wide range of safeguarding information and documentation. This included the school's single central record, the school's safeguarding policy, a sample of the school's safeguarding files, pupils' attendance records and bullying and behaviour logs. Inspectors also spoke to staff about the safeguarding training they receive.

Inspection team

Jean Watt, lead inspector	Her Majesty's Inspector
Marcus Newby	Her Majesty's Inspector
Matthew Knox	Her Majesty's Inspector

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