

Inspection of Carlton Miniott Primary Academy

Carlton Miniott, Thirsk, North Yorkshire YO7 4NJ

Inspection dates: 13 and 14 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Steve Crocker. This school is part of Elevate Mutli Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nigel Ashley, and overseen by a board of trustees, chaired by John Brear.

What is it like to attend this school?

Carlton Miniott Primary Academy is a school where staff have very high expectations of pupils. The school values of respect and kindness are demonstrated well by pupils in lessons and around the school. There are positive relationships between staff and pupils. Parents and carers value the help and support that their children receive.

Pupils' behaviour and attitudes are exemplary. They follow daily routines which are well embedded. Pupils know what is expected of them and rise to meet these expectations. Many pupils speak of their love of coming to school. They know how important their education is and enjoy their lessons. They eagerly discuss the support that staff give them.

Pupils achieve very well. This is due to effective teaching of the curriculum, particularly in mathematics and reading. The trust has supported the school with curriculum development in the foundation subjects such as history and music. Pupils with special educational needs and/or disabilities (SEND) are well supported in classrooms and work alongside their peers. In classrooms, everyone works with purpose and many pupils participate in discussion and debate keenly.

Pupils value the many extra-curricular opportunities on offer and take pride in having leadership responsibilities. The board games club is particularly well attended. Pupils speak with enthusiasm about visits they have been on to places such as York Castle. Older pupils are buddies to younger pupils and show patience and kindness when supporting them.

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

The curriculum is broad and ambitious. There has been significant work of late on the curriculum and it is evident that pupils now know and remember more, particularly in history. Pupils discuss their knowledge of using sources and understanding timelines with confidence. During the inspection, a Year 2 pupil confidently said what a timeline is and why they had chosen to place an event at the beginning of it. Staff regularly assess pupils' understanding. The school uses the trust's initiative of 'keep up not catch up'. Staff swiftly identify pupils who may have a misconception. They intervene quickly to secure pupils' understanding. A small number of subjects in the foundation curriculum are still in development. There is ongoing work to ensure that these subjects are sequenced and implemented to the same high standard as others.

The school has a sharp focus on reading. There is a determination that all pupils will read well. In Reception Year, knowledgeable staff begin teaching sounds from the very beginning of the academic year. Children enjoy saying sounds and recognising sounds that are similar. The use of stories and rhymes is carefully planned to help children build knowledge. There is accurate use of assessment to rapidly identify any children who may need additional support with speech and language. Well-trained staff work closely with small groups, modelling vocabulary for children.

In key stage 1, pupils read books that are well matched to the sounds that they know. There is effective additional support for any pupil who may struggle to read. In key stage 2, pupils read widely and talk with great enthusiasm about their love of reading.

Pupils with SEND have their needs identified well by staff. There is suitable support in place and teachers quickly get to know pupils' individual needs. Classrooms are inclusive. There are no limits to what pupils with SEND can achieve. Teachers encourage all pupils to complete challenging tasks. This ensures that they build on knowledge they already have.

Pupils' conduct around school is excellent. In the early years, children learn to play and share together without delay. Through leadership opportunities, such as the school council or sports leader roles, pupils learn to be responsible and take great pride in holding these positions. Attitudes to learning are superb. Pupils attend well because they love attending Carlton Miniott Primary Academy.

The school provides many opportunities beyond the academic. The support for pupils' well-being helps to shape their positive attitudes. Through cultural work, including close links to a school in Ghana, pupils' knowledge and understanding of places and people who are different to themselves is developed. Pupils have great respect for, and are tolerant of, anyone who may be considered different to themselves. Pupils, including those with SEND and who are disadvantaged, join many extra-curricular activities and have opportunities to play sports and musical instruments.

Governors and the trust's leaders hold school leaders to account effectively and fulfil their statutory duties. There is a clear and accurate understanding of the school's strengths and areas for further development. The vast majority of staff feel well supported to manage their workload. Most staff agree that leaders support them to do their job. Parents are positive about their children's experiences at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some foundation curriculum subjects are still in development. This means that not all subjects are as clear in their sequencing and progression as other subjects, such as history and music. The school should ensure that there is clarity in what should be delivered in all subjects so that teachers are confident in the teaching of the full curriculum in order that pupils can demonstrate clear knowledge.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145370
Local authority	North Yorkshire
Inspection number	10268088
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	Board of trustees
Chair of trust	John Brear
Headteacher	Steve Crocker
Website	www.carltonminiottacademy.org
Dates of previous inspection	11 and 12 May 2022, under section 8 of the Education Act 2005

Information about this school

- Carlton Miniott Primary Academy converted to become an academy school in February 2018.
- The school is part of the Elevate Multi Academy Trust.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher and other members of staff. The inspector met with representatives of the local governing body, including the chair

of governors. The inspector also met with the school improvement director from the trust and a representative from the board of trustees.

- Inspectors carried out deep dives into early reading, mathematics, history and music. They met with curriculum leaders, teachers and pupils, visited lessons, and looked at samples of pupils' work. An inspector also listened to pupils read to a familiar adult.
- Inspectors reviewed a range of documents relating to safeguarding, including records of employment checks and safeguarding incidents.
- Inspectors looked at attendance and behaviour records.
- Inspectors also reviewed the responses that were received through the Ofsted online questionnaire, Ofsted Parent View, which included free-text comments. The inspectors considered the responses that were received through Ofsted's staff questionnaire.

Inspection team

Jessica McKay, lead inspector

His Majesty's Inspector

Ginny Robinson

Ofsted Inspector

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