

Carlton Miniott Community Primary School

Inspection report

Unique Reference Number	121374
Local Authority	North Yorkshire
Inspection number	292094
Inspection dates	27–28 June 2007
Reporting inspector	Clive Petts

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	4–11
Gender of pupils	Mixed
Number on roll	
School	164
Appropriate authority	The governing body
Chair	Mrs Louise Bowman
Headteacher	Mr Steve Crocker
Date of previous school inspection	14 October 2002
School address	Carlton Miniott Thirsk North Yorkshire YO7 4NJ
Telephone number	01845 522088
Fax number	01845 522088

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Carlton Miniott is a small village school in rural North Yorkshire. Almost all pupils are White British and none is learning English as an additional language. The number entitled to free meals is very low. The proportion of pupils with learning difficulties and/or disabilities is broadly half the national average, though slightly more than average have a statement of special educational need. The school has an above average rate of pupil mobility. A number of pupils live at the local army base and their families often move home regularly.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

'Carlton Miniott gives children a very good education; children enjoy school and have a feeling of security'. This is a view held by parents and extremely well supported by inspection evidence. The excellent drive and vision of the headteacher, pupils' excellent personal development, and the quality of care, guidance and support are outstanding features of this good school. Pupils display mature, considerate and responsible attitudes towards all aspects of school life, the local community and the environment. Their relationships with each other and with staff are characterised by consideration and respect. They have an exceptional awareness of the benefits of adopting a balanced diet, taking exercise and adopting safe habits to maintain a healthy lifestyle. The school succeeds extremely well in promoting the principle that every child matters, within lively, stimulating and thoughtfully organised classrooms. The external environment is of an exceptionally high quality, providing rich learning opportunities for all pupils.

Children mostly join the school with an average range of skills, although cohorts do vary. As a result of well thought out, challenging teaching which captures their interest, pupils' achievement is good overall, and sometimes they make exceptional progress. Only when lessons do not fully hold the interest of pupils does the pace of progress slow and become satisfactory rather than good. The excellent provision in the Foundation Stage provides all children with confidence and essential language skills which allow them to make extremely rapid progress in all areas of learning. Standards are above average by the end of Year 6. The good curriculum is being progressively strengthened to add to its richness while maintaining a sharp focus on basic skills. It contributes well to pupils' good progress and outstanding personal development. The progress of all pupils, including those with learning difficulties and/or disabilities, is monitored well. Academic guidance is particularly well focused in literacy and helps pupils recognise exactly what they need to do to improve.

While the leadership of the headteacher is excellent, overall leadership and management are good. The governors, headteacher and management team work hard to make sure that the school obtains good value for money from available resources. Governors are increasingly closely involved in evaluating the school's strengths and weaknesses. They have helped to ensure that improvement since the last inspection had been good. The school has a clear view of where it is going and as a consequence has very good capacity for improvement.

What the school should do to improve further

- Ensure that all teaching incorporates the challenge, variety, interest and pace of the best practice.

Achievement and standards

Grade: 2

Children enter the Reception year with skills in line with expectations for their age. They make excellent progress in all areas of learning. The 2006 assessments at the end of Year 2 reveal above average standards with strengths in writing. In the same year, pupils' test results sustained the year-on-year trend of improvement. Standards were exceptionally high, especially in English and mathematics, because many of the pupils were very able. More of the current Year 6 cohort have learning difficulties but standards still remain above average. Writing remains a particularly successful aspect of learning. Rates of progress vary in line with the quality of teaching but

are good overall. All pupils, including those with learning difficulties and/or disabilities achieve well.

Personal development and well-being

Grade: 1

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. They thoroughly enjoy school and this is reflected in their well above average attendance. Pupils benefit from excellent relationships with staff. They respond enthusiastically to opportunities to be involved with school development, for example contributing to the Bills of Rights. Members of the school council display much initiative in presenting ideas for school improvement. They are proud of the difference they are making, for example providing a cycle rack and shelter. Pupils work well together and show much consideration and care for one another. This extends to protecting wildlife and providing safe habitats free from pollution in the school grounds. Pupils are regularly involved in fundraising and community events, demonstrating a high level of cooperation and teamwork. They are prepared exceptionally well for life in a diverse community through their links with minority ethnic communities. Added to their well developed literacy, numeracy and information and communication technology (ICT) skills, this ensures that they are extremely well prepared for later study and work.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall but there is much outstanding practice. It is the quality of teaching that undoubtedly impacts on the high standards achieved. In the best lessons teachers have a warm rapport with their pupils. Pupils are kept on their toes, challenged to think hard, and they enjoy their work. When all these features come together the quality of learning is exceptionally high because pupils concentrate hard, rise to the challenges set for them and behave very maturely for their ages. In such lessons, class management appears effortless because of the relaxed relationships, confident subject knowledge and the high expectations of what pupils can achieve. The excellent practice in the Reception class gets the children off to a flying start and establishes the independence and the very good attitudes to learning that stand children in good stead for later years. When the teaching is efficient but less inspirational, it is usually because the pace is slower and there is less challenge and interest in tasks and questions. Teaching assistants play an important role in complementing the teaching and providing high quality support to individuals and groups so that they achieve well.

Curriculum and other activities

Grade: 2

Much work has been done to strengthen the quality of the curriculum by linking subjects together through themes such as global warming. This adds to the breadth of the curriculum, provides opportunities for all, greatly enhances the pupils' personal development and makes learning even more enjoyable. Excellent use is made of partnerships to add to the richness of learning, for example participation in sport development and residential outdoor visits. There is a well designed programme of National Curriculum subjects, with particular emphasis on creative subjects. Nevertheless, the school acknowledges that not all creative skills are used to full effect in every subject; for example, the standard of sketching often lacks sophistication

and refinement in accounts of science practical work. For such a small school there is a very wide range of extra-curricular activities on offer which caters exceptionally well for the interests of all pupils. The school is currently developing the curriculum by extending the areas of learning from Foundation Stage into Year 1 in order to provide more first-hand learning experiences.

Care, guidance and support

Grade: 1

The excellent care, guidance and support provided contribute to the warm ethos in the school and the high standards achieved. Parents and pupils say they are confident that the school is safe and secure and that any concerns would be addressed immediately should they arise. The school takes very good care of the pupils, for example through secure systems around the building and by carefully minimising risks on trips and visits. All adults working in the school are thoroughly vetted to work with children. Health education is a strong feature of the curriculum and pupils are extremely aware of the importance of leading a healthy lifestyle. The two residential visits provide excellent opportunities for adventurous pursuits and make a strong contribution to the pupils' personal development, helping to prepare them for the next stage of their education. Pupils' involvement in assessing their own learning is a key strength and its impact is seen in the high standards. For example, the school has devised a very effective system of assessing the quality of pupils' work using 'Big Writing Books'. This provides high quality feedback to pupils so they know how well they are doing. There are rigorous systems in place to track the progress of all the pupils and to help identify those who require additional support.

Leadership and management

Grade: 2

The incisive vision and drive of the headteacher, well supported by an effective management team, has ensured that the school has constantly moved forward since the last inspection. Central to this has been the headteacher's careful but penetrating evaluation which has led to improvements that add to the climate in which all pupils can thrive. This includes excellent opportunities for pupils with learning difficulties and/or disabilities and pupils with identified talents. Identification of the school's strengths and weaknesses is accurate, although judgements are sometimes cautious. New strategies have been introduced and implemented sensitively to secure the commitment and involvement of all staff. Along with the shrewd use of professional development there is now a closer match between staff expertise and the needs of the school. As a result, inconsistencies in the quality of teaching are being eliminated. There is an ethos of shared ownership which involves all governors and staff in decision-making. This effective team has a very good capacity to move the school forward.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspection team to thank you for the very friendly welcome you gave us when we visited your school and for being so considerate, polite and helpful when you met us. We really enjoyed talking to you about your work, joining you in lessons and assembly and for lunch, and talking with the school council. We would like to share with you the judgements we made about your school.

You behave outstandingly well and obviously enjoy school, judging by your extremely good attendance and high achievement and standards. You feel safe and have full confidence that staff will help with any problems or worries. You made clear to us that you especially enjoy the range of after-school clubs, particularly the wide variety of sporting opportunities. You have a very impressive knowledge of how to adopt a lifestyle which keeps you healthy and fit.

Your parents think that this is a very good school and we agree. Your headteacher knows how to make your school even better and is helped by all the staff and governors. Nevertheless, I have asked the headteacher and staff to make sure that all lessons present you with challenge, generate as much interest as possible and make sure you do as well as you possibly can.

We hope that you will continue to enjoy school, listen carefully to advice from staff and work as hard as you can.

We wish you well in the future.