

Carlton-in-Snaith Community Primary School

Inspection report

Unique Reference Number	121386
Local Authority	North Yorkshire
Inspection number	313972
Inspection date	29 April 2008
Reporting inspector	Les Schubeler

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	161
Appropriate authority	The governing body
Chair	Mrs M Hulme
Headteacher	Mr P Holgate
Date of previous school inspection	26 April 2004
School address	Townend Avenue Carlton Goole DN14 9NR
Telephone number	01405 860736
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement; the effectiveness of the use of assessment information to promote pupils' learning; and the impact of actions taken by the school's leaders and staff to improve pupils' achievement and personal development. Evidence was gathered from the school's self-evaluation; national published assessment data and the school's own assessment records, policies and minutes; observation of the school at work; interviews with staff and pupils; and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

Carlton-in-Snaith Community Primary is a smaller than average school serving a village and the surrounding area. The proportion of pupils who have learning difficulties and/or disabilities is below average, as is the proportion of those entitled to free school meals. Almost all pupils are of White British heritage. The school has received the Activemark and the Healthy Schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Carlton-in-Snaith Community Primary is a good school with some outstanding features. It provides an effective education that enables its pupils to achieve well in both their academic and personal development. Care for individual pupils is outstanding and is a high priority for all staff. Consequently, pupils feel very safe and secure in school and develop positive attitudes to learning. Parents comment favourably on the 'warm, welcoming atmosphere', 'the fantastic open door policy', the 'friendly, approachable staff' and their 'caring and professional attitude' to parents and children alike.

Pupils make good progress in the Reception class and in Years 1 to 6. Standards in Years 1 and 2 have steadily improved since the time of the last inspection and they are now above average. In 2007, achievement at the end of Year 6 was only satisfactory overall because the proportion of pupils who reached the higher levels in the national tests in mathematics and science fell. The school recognises that its strong and successful focus on raising standards in English resulted in insufficient attention being paid to mathematics and science. Following its analysis of pupils' work and test results, the school implemented a range of strategies to improve standards in mathematics and science. These included tracking pupils' progress with greater rigour and providing additional support for pupils whose progress was slower than expected. These strategies are having a positive impact and achievement is now good. Pupils' current work shows that the above average standards in English are being maintained. Despite improvements in the achievements of the more able Year 6 pupils, especially in science these pupils could still do even better in mathematics.

Good teaching and a stimulating curriculum contribute to pupils' good progress. Pupils comment that, 'Teachers always make learning fun.' This, combined with positive relationships, ensures that pupils enjoy learning. In Year 3 and 4 science lessons, for example, pupils greatly enjoy acting as testers, recorders, measurers or resource managers. These activities contribute significantly to their understanding of how to carry out an investigation. Lessons have a clear focus and pupils have a good understanding of what they are to learn.

Overall, the curriculum meets pupils' needs well. It is enriched by a wide range of activities that contribute significantly to pupils' learning and their personal development. It includes visits from authors and artists, theatre visits, participation in music festivals, book weeks, cultural visits to York and Edinburgh and residential visits to an outdoor activity centre. Pupils say that the activities they do in their personal, social and health education lessons help them to get on better with one another.

The very high quality care, guidance and support also contribute significantly to the pupils' outstanding personal development. The required safeguarding arrangements are in place. Strong links with external agencies are used effectively to support more vulnerable pupils. Parents comment on how the school 'creates the rounded child' and 'always has the child's best interests at heart'. The school is increasingly involving all pupils in evaluating their own learning. Pupils are very aware of the challenging targets they are trying to achieve. They say that the targets act as an incentive for them to do their best. They appreciate the care shown to them by the staff. They say that bullying is rare and that there is always an adult available to help if there is a problem.

Arrangements for pupils to act as 'buddies' help to make playtimes very happy and safe for all. Pupils take their responsibilities very seriously and carry them out conscientiously. They are

proud of their school council and feel that it gives them an opportunity to express their ideas and views. They say that it enables them to contribute to developments such as the school's healthy eating programme and to make decisions about improvements in playground equipment. They participate in the interviews for possible new teachers. Pupils have a very good understanding of healthy lifestyles and participate enthusiastically in exercise and healthy eating in school. Their spiritual, moral, social and cultural development is outstanding. They are confident, have high self-esteem, behave well and respect one another both in lessons and at playtimes. Pupils' improved attendance since the previous inspection reflects their enjoyment of school. Pupils' involvement in local environmental affairs, for example recycling, and in sponsoring a child in Zimbabwe, helps them to understand broader issues. Opportunities to work in pairs and teams and to organise raising funds for charity, combined with the school's successful focus on promoting pupils' basic skills, prepare them well for later life.

The headteacher and recently appointed deputy headteacher have a thorough understanding of how to improve the school. Using their complementary strengths they have developed a strong sense of commitment and teamwork among staff and governors. All staff carry out their leadership roles effectively and successfully influence developments in their subjects. Assessment data is analysed thoroughly and used well by all teachers to examine closely the progress of individual pupils so that appropriate support is provided where needed. The governing body has a good understanding of school improvement. It fulfils its role very effectively and offers a good balance of support and challenge to the headteacher. The school's leaders have ensured that procedures for self-evaluation have become rigorous and accurate and have predominantly led to restoring the good achievement of most pupils, particularly in English and science. Such developments indicate that the school has good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Parents are very happy with the good start that their children have in the Foundation Stage. Provision is well led and managed. Children are helped to settle quickly when they first join the Foundation Stage and this enables them to adjust speedily to school routines. All adults encourage children to be independent, but the adults also give any extra support that is needed. Children receive high quality care, guidance and support. All adults work well together to meet children's differing needs.

The school's records show that children in Reception make good progress. On entry to the Reception class, most children's skills match expectations. Good teaching and regular assessment enable children to achieve well. Most reach or exceed the learning goals set for them by the end of the Foundation Stage. They develop their language skills well and their personal, social and emotional development is good. The curriculum provides children with a good range of activities that link to all areas of their learning. Recent improvements to the outside area for the Reception class have extended the range of practical activities available for children. This has enhanced their achievement, particularly in their physical and creative development and in their knowledge and understanding of the world around them.

What the school should do to improve further

- In mathematics, ensure that the more able pupils in Years 3 to 6 are consistently challenged by their work.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome you gave to me when I visited your school recently. I would like to thank you for being so courteous and friendly. I enjoyed talking to you and listening to your views about the school. I spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. Yours is a good school with some outstanding features, particularly in relation to your personal development and well-being.

I think your teachers and teaching assistants care for you and look after you extremely well. This helps to keep you safe and healthy. I know, too, that you enjoy school and all of the extra activities that are arranged for you.

It was very pleasing to see that you get on well with one another and all the adults who work with you. What impressed me most was how enthusiastic you were about almost everything to do with school: exciting science lessons, choir, sports, fundraising, 'kind, helpful teachers', visits to places such as York and the residential centre at Robin Wood. I think that you work hard and get on well in your lessons. However, I have asked your teachers to make sure that those of you in Years 3 to 6 who find learning easier than most and can do harder work have more chances to do so, particularly in mathematics.

I hope that you will carry on enjoying school and try really hard to do even better. Most of all, I hope that you will continue to work hard and help all the staff to make Carlton an even better school in the future.