

# Carlton and Faceby Church of England Voluntary Aided Primary School

## Inspection report

---

<b>Unique Reference Number</b>	121608
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	314053
<b>Inspection date</b>	7 July 2008
<b>Reporting inspector</b>	Les Schubeler

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Rogers
<b>Headteacher</b>	Mrs Lynne Wood
<b>Date of previous school inspection</b>	15 September 2004
<b>School address</b>	Carlton-in-Cleveland Middlesbrough TS9 7BB
<b>Telephone number</b>	01642 712340
<b>Fax number</b>	01642 712340

---

<b>Age group</b>	4-11
<b>Inspection date</b>	7 July 2008
<b>Inspection number</b>	314053

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Carlton and Faceby is a very small school serving a rural community. In the last three years the number of children in Reception has varied from one to five. The proportion of pupils with learning difficulties and/or disabilities is above average. The proportion of those entitled to free school meals is below average, as is the number of pupils from minority ethnic backgrounds. The number of pupils who join or leave the school during the course of the school year is higher than usual.

In 2003, the school joined with a slightly smaller school to form a confederation on two separate sites. The schools share the same headteacher. On one day each week the pupils of both schools are taught together at Carlton.

During the last term the school has suffered staffing difficulties as a result of the absence of the permanent teacher of the younger pupils. The class has been taught by a combination of temporary teachers, a teaching assistant and the confederation's Foundation Stage leader.

The school has received the Basic Skills Quality Mark, a Leading Aspects award, Investors in People accreditation 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

This is a good school. Major changes arising from the confederation with another school have been managed well. Positive effects are seen, particularly in the increasing number of pupils in the school and the opportunities for them to share some experiences alongside a larger number of children of their own age than would otherwise have been the case. The achievement of pupils is good overall and standards at the end of Year 6 are, as at the time of the previous inspection, above average.

Pastoral care is a strength of the school and contributes valuably to pupils' good personal development. Pupils enjoy their time here and their behaviour is good. Staff know the pupils and their families well and this helps to promote good quality care and support. Parents appreciate the 'benefits of a close-knit school family' and comment that they have a 'very caring, nurturing school which brings out the best in each child'.

Pupils have a clear voice in the school and are very ready to offer opinions and suggest improvements. They show concern for one another's welfare and safety. The school's good curriculum is significantly enhanced by a wide range of visits and after-school activities, several of which are shared with the partner school. These generate enthusiasm among pupils and support their learning.

The quality of teaching and learning is good overall. Teachers create a friendly and positive atmosphere in the classrooms and pupils are eager to learn. Children settle quickly in Reception and grow in confidence. Pupils make good progress from their different starting points. Standards in mathematics are higher than in English. Leaders have identified that the rate of progress is slower in the Foundation Stage/Key Stage 1 class. Expertise within the confederation is used well to strengthen delivery of the curriculum in this class. Effective steps have been taken to provide good quality support and as a result, currently, pupils are making good progress; however, more needs to be done to ensure pupils continue to progress consistently as well as older pupils. At Key Stage 2, good teaching helps pupils to accelerate their progress and reach standards that are above average.

Leadership and management are good. The school's performance is carefully monitored. Effective, considered action is taken to tackle identified areas for improvement, such as pupils' writing skills. The school's system for tracking pupils' progress is resulting in a firmer focus on the identification of individuals' strengths and weaknesses. Challenging targets are set for groups and for individual pupils. A common sense of purpose among the school's leaders has been established and has spread to all staff. Governors are committed, well informed and rigorous in holding the school to account. All adults work well together to ensure pupils mature and make progress. As a result, the capacity for improvement is good.

## Effectiveness of the Foundation Stage

### Grade: 2

Historically, children have entered Reception with skills and abilities at the expected levels and made satisfactory progress. In the last two years children have entered the school at a higher level. In the same way as their classmates in Years 1 and 2, they are currently benefiting from good quality teaching and support. They are now making good progress in their language and mathematical skills. Teaching and learning are good and all learners are valued, cared for and supported extremely well. Well organised resources and learning areas in the classroom ensure

a good balance between activities directed by adults and those initiated by children. The school recognises that because the outdoor area is not covered there is a restriction on some learning experiences for the children. Children quickly settle into routines. They behave well and enjoy their learning. They work and play happily together and get on well with the older children in the class. They learn to share and take turns. Secure relationships and constructive guidance provide a solid foundation for children's good personal, social and emotional development. Provision is managed well and the curriculum is well planned by the confederation's Foundation Stage leader.

### **What the school should do to improve further**

- Ensure that the rate of progress of pupils in the Foundation Stage/Key Stage 1 class consistently matches that of the pupils at Key Stage 2.

## **Achievement and standards**

### **Grade: 2**

Results in national tests and attainment on entry vary because year groups are very small. This makes comparisons from year to year difficult. The school attracts a higher than average proportion of children with learning difficulties and meets their needs effectively, whilst also enabling the most able to achieve well. Generally, children come into school with skills and abilities that are broadly in line with expectations. When they leave the school, standards are above average. This represents good achievement. Progress has tended to be slower in the combined Reception and Key Stage 1 class, but the current level of intensified support is enabling pupils to make good progress. In the 2007 tests at the end of Year 6, standards in mathematics and science were well above average and in English broadly average. The school has worked hard to remedy identified weaknesses in pupils' writing skills and current work indicates substantial improvement. Good support for pupils with learning difficulties and/or disabilities ensures that they also achieve well.

## **Personal development and well-being**

### **Grade: 2**

Pupils are considerate, friendly and polite. Their behaviour is good and bullying is rare. Pupils say that school is a safe place to be in, and they express confidence that staff will listen and take appropriate action if they have a concern or worry. Their good attendance is a reflection of pupils' enjoyment of school life. They are keen to help one another and cheerfully take on responsibilities in the school community. Some pupils act as playground leaders, which helps to ensure very good relationships. School councillors take their role seriously and their voice makes itself heard. They are very proud of their contributions to the support of chosen charities and to the improvements in the school's playground equipment. Spiritual, moral, social and cultural development is good. Pupils learn to take account of the feelings of others and to understand the difference between right and wrong. They are fully aware of the importance of diet and exercise to stay healthy. They enjoy physical exercise. Pupils' well developed social skills and their developing literacy and numeracy skills prepare them well for the next steps in their education and beyond.

## Quality of provision

### Teaching and learning

#### Grade: 2

Staff plan and provide appropriate and enjoyable activities for their classes. During the period of staffing difficulties, the school has intensified its support for the younger pupils. The combined work of confederation staff, temporary teachers and a good quality teaching assistant is proving effective and is currently enabling pupils to make good progress. The school has developed a more regular and detailed system for tracking pupils' achievement. Assessment information is being used more effectively to plan lessons in both classes and provide support for groups of pupils or for individuals where necessary. Work is set at appropriate levels to build upon what has been learned already. Relationships between teachers and pupils are very secure and this encourages pupils' willingness to answer questions and to take a full part in lessons. Information and communication technology (ICT) resources are used well to support and extend pupils' learning.

### Curriculum and other activities

#### Grade: 2

The confederation arrangements bring benefits to the pupils' learning experiences. The weekly 'confederated day', when the pupils of both schools come together at Carlton, is well used to enable the pupils to be taught with children of their own age in larger groups than is normally the case. The expertise and specialisms of teachers in both schools are used well to ensure that pupils do not miss out on opportunities to develop skills in music, for example, or physical education. Many after-school clubs and visits to theatres, museums and stately homes extend pupils' first-hand experiences and make a valuable contribution to their learning and personal development.

Good links with the local secondary school support pupils' learning in mathematics, science and ICT. A productive link with an urban school enables pupils to develop an understanding of a community that has a contrasting population to their own. ICT skills are well promoted and pupils use their skills to further develop their learning in a range of subjects. Older pupils enjoy a valuable residential visit that helps to develop their personal and social skills in a new and challenging environment.

### Care, guidance and support

#### Grade: 2

This is a caring school. Its small size is used very positively to create a mutually supportive and friendly family ethos. Effective support is provided for vulnerable pupils and for those who join the school during the course of the year. This ensures that they are welcomed into the school community and make good progress both academically and personally. Safeguarding and safety arrangements are in place. The school provides good academic guidance based on the tracking of individual pupils' progress. Pupils, particularly in the Key Stage 2 class, are beginning to become more aware of the level of their performance and of what they need to do to improve their work.

## Leadership and management

### Grade: 2

Despite the restrictions imposed by running a very small school, such as having a substantial teaching commitment herself, the headteacher has taken effective action that is enhancing the school's performance. The successful management of the confederation has resulted in the development of a welcoming and inclusive ethos in the school. The school's leaders give clear direction. Staffing and other resources are used well to ensure that pupils are not disadvantaged by the school's small size. There are strong and productive links with secondary schools, other small primary schools and the local nursery. Effective systems for tracking pupils' progress and analysing assessment data have been introduced. Financial management is good. The school knows itself well. It has identified its strengths and weaknesses accurately even though its evaluations are sometimes unduly modest. Plans to re-organise classes in order to manage the expected larger number of children in Reception after this year are well considered and securely rooted in analysis of past performance and future needs.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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 <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

Inspection of Carlton and Faceby Church of England Voluntary Aided Primary School,  
Middlesbrough, TS9 7BB

Thank you for the warm welcome you gave to me when I inspected 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 other staff. Carlton is a good school.

I think your teachers and teaching assistants care for you and look after you well. This helps you to keep safe and healthy. It was very pleasing to see that you get on well with one another and all the adults who work with you. I was impressed by your enthusiasm for so many things that the school offers you: the after-school clubs and activities, the productions, the visits out of school and the confederated day with the chance to get to know other children of your age.

You told me that you really like being in a small school because you all know one another well. You also said you enjoy your 'fun' lessons and you find your teachers helpful. All of that is clearly helping you to make good progress in a friendly school.

To help your school to improve even more, I have asked your headteacher and the other staff to make sure that pupils in the Key Stage 1 class make progress as quickly as the older pupils.

I am sure that you will carry on enjoying school because there is so much to do with your friends. 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.