

Carleton Endowed School

Inspection report

Unique Reference Number	121624
Local Authority	North Yorkshire
Inspection number	327533
Inspection dates	19–20 November 2008
Reporting inspector	Kathryn Dodd

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	106
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs E Porter
Headteacher	Mrs S Lawson
Date of previous school inspection	29 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Carleton Skipton North Yorkshire BD23 3DE
Telephone number	01756 792910
Fax number	01756 700589

Age group	4–11
Inspection dates	19–20 November 2008
Inspection number	327533

© Crown copyright 2008

Website: 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

Almost all the pupils attending this smaller than average school are from White British backgrounds. The school is located in an area of social and economic advantage. The proportion of pupils entitled to free school meals is well below average, as is the proportion with learning difficulties and/or disabilities. In recent years, the number of pupils on roll has been declining and all pupils are now taught in mixed-age classes. The school makes provision in its Early Years Foundation Stage (EYFS) for Reception-aged children. The school holds a national Healthy Schools Award. An acting headteacher has recently been appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This satisfactory school has an accurate view of its effectiveness and provides satisfactory value for money. It is a happy, friendly and welcoming place to learn. Pupils behave well, have good attitudes to learning, and speak knowledgeably about how to keep healthy. Pupils' personal development and well-being and the quality of pastoral care they receive are good. Consequently, pupils say they feel safe. These personal qualities provide a positive platform upon which to improve their academic achievement, and prepare them to become responsible citizens of the future.

Pupils, including those in the EYFS and those with learning difficulties and/or disabilities, make satisfactory progress in relation to their above average starting points. They reach above average standards by the end of Year 6. The proportion of pupils reaching a level higher than expected for their age, however, is not as great as it should be. This is because the learning targets set in the past have been insufficiently challenging. This has now been rectified. The quality of teaching and learning and of the curriculum is satisfactory. Teachers are well organised, have positive relationships with pupils and are keen to learn how to improve their teaching skills. Although they make regular assessments of pupils' knowledge and skills, they do not yet use the information to provide work that always meets pupils' varied learning needs. This particularly affects the more able pupils. Very recent curriculum adaptations, along with higher expectations of pupils' progress are contributing to an improving picture. This is why, for example, the range of support programmes offered has recently been extended. Pupils' progress in literacy and numeracy, however, continues to be held back because opportunities for practising basic skills in subjects other than English and mathematics are sometimes overlooked.

Leadership, management and governance are satisfactory. The acting headteacher has very quickly got to grips with the school and is steering everyone forward successfully. Staff and governors appreciate her sensitive, supportive and open approach. As a result, they are responding enthusiastically to improvement initiatives. They share her vision for a brighter future. School leaders and governors are well aware of the improvements required, but as yet they are not able to make a full contribution to evaluating how well the school is performing. This is because their skills in reviewing performance information and monitoring the quality of provision are not well enough developed. Changes are now taking place at a very rapid pace. Improvement priorities, albeit extensive, are well chosen and are already starting to pay dividends. Not all parents however, are confident that these changes will support school improvement largely because as yet, they have not been kept well informed or consulted. Nevertheless, there is a sensible and realistic view of the way forward, and a shared determination to rise to the challenges ahead. This, along with the satisfactory improvement since the previous inspection, demonstrates that there is a satisfactory capacity to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

When children start in the EYFS, their skills are generally above the levels typical for their age. Children come to school ready to learn. The warm, safe, caring, bright and lively environment encourages children to settle happily and discover that learning is enjoyable. As a result of the satisfactory teaching, learning and curriculum, children make steady progress. When they start Year 1, children are working beyond the levels expected nationally. Their personal, social and emotional skills are good. Adults offer effective support that helps children to learn, to get

along well together, to talk about learning with one another, and to develop independence. Consequently, children are confident and behave well. Through effective questioning and encouragement, children make good progress during activities when working alongside the teacher. Many opportunities are provided for children to learn independently. However, children are not always clear about what they are expected to learn during these activities nor are they sufficiently challenged, especially the more able children. Leadership and management are satisfactory. Children's achievements are recorded regularly and this information is used to plan activities. The EYFS leader is now starting to develop her skills in using this information to identify more precisely where or how provision needs further adaptations to match children's varying needs and abilities.

What the school should do to improve further

- Improve the use of assessment information, so that work always matches pupils' abilities, particularly to ensure challenge for the more able pupils.
- Provide more opportunities for pupils to practise literacy and numeracy skills in other subjects.
- Develop the skills of leaders, managers and governors, to enable them to review the school's performance, monitor provision and contribute more effectively to self-evaluation and school improvement.
- Improve communication and consultation with parents.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils, including those with learning difficulties and/or disabilities, make satisfactory progress. Standards by the end of Years 2 and 6 are above average. Although performance in the 2007 national tests for pupils in Year 6 was average, this was because of the lower starting points of a high proportion of the pupils in that group. Inspection evidence shows that standards in Year 6 are above average in English, mathematics and science. In science, this is a notable improvement from 2007, when standards were below average. Although standards are above average overall, not enough pupils achieve the higher levels. This is because, in recent years, targets have been insufficiently challenging for pupils to make progress at a good rate. Pupils' progress, however, is now starting to accelerate as a result of improved tracking and the setting of more challenging targets for pupils of all abilities.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils learn in a happy and harmonious environment. They are friendly and polite. Their keen sense of right and wrong shows in their good behaviour. Pupils say they feel safe and that bullying is rare. They have a good understanding of why it is important to keep healthy. They participate enthusiastically in activities such as 'brain gym' and know that this helps them to learn. Although attendance is good, pupils' enjoyment of school is satisfactory. They enjoy opportunities for making their school a happier and safer place to learn, such as being school councillors and playground friends. They say that they enjoy playtimes because the range of equipment has recently been extended. Enjoyment of lessons, however, is restricted

when activities lack challenge and excitement. Nevertheless, pupils' good personal and social skills, along with satisfactory progress in literacy and numeracy, provide a sound platform to support their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Pupils make satisfactory progress as a result of satisfactory teaching and learning. Good organisation, positive relationships and encouragement from support staff are strong features of lessons. Pupils behave well and are attentive. As a result of falling numbers, changes to class organisation and to the working arrangements of part-time staff have been necessary. Teachers are embracing these changes and other initiatives aimed at improving teaching and learning with enthusiasm. They are keen to try out new practices, such as sharing lesson objectives with pupils, and they welcome the very clear direction they receive from the acting headteacher. Procedures for using assessment information are still developing. Although information is now collected regularly, it is not always used sufficiently well to ensure that planned work matches pupils' varying learning needs. This is particularly notable in relation to challenging the more able pupils, especially between Years 3 to 6. Teachers' expectations of what pupils might achieve are not always high enough to push their learning forward at a good rate.

Curriculum and other activities

Grade: 3

A satisfactory curriculum enables pupils to make steady progress. Pupils' good understanding of how to keep healthy is reflected in their national Healthy Schools Award, and is helping to promote good personal development. A satisfactory range of clubs, trips and visitors enrich pupils' learning. Successful adaptations to the science curriculum, such as a greater emphasis on learning by investigating, are helping to raise standards. In recent weeks, significant changes to the organisation of the curriculum have taken place. The dramatically extended range of support programmes is helping to meet pupils' varying learning needs more closely. Although such programmes include activities to challenge more able pupils, opportunities to do so as part of other lessons are still sometimes overlooked. The timetable provides an appropriate balance between subjects, placing sufficient emphasis on literacy and numeracy. However, progress in these basic skills remains steady rather than good. This is because of a lack of planned opportunities for pupils to practise them in subjects across the curriculum.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Adults know pupils well and good relationships enable them to offer pupils the right support at the right time. Pupils say that they know that someone will help them to overcome difficulties. In recent weeks, a number of changes have been made to strengthen safeguarding arrangements and, as a result, these now meet government requirements. Pupils receive encouragement to help them to make good progress in their personal development, such as demonstrating positive attitudes to learning. Procedures for identifying and dealing with peaks and troughs in pupils' learning are improving. This is why, for example, the range of support programmes to boost achievement has recently been extended. Pupils are starting to become involved in understanding how well they are getting

on. This includes an awareness of their learning targets and marking that indicates how to improve. At present however, these practices are not used consistently well across all classes.

Leadership and management

Grade: 3

Leadership and management, including governance, are satisfactory. In the short time since her appointment, the acting headteacher has worked relentlessly to steer the school safely through a turbulent period. Staff and governors welcome her dynamic and supportive approach and are responding positively to her clear direction. This, along with strong support from the local authority, is bringing about rapid improvement. Successes are already evident, such as in the increased range of programmes to support pupils' learning. The views of parents about these changes are mixed. Opportunities for them to have a voice in setting the direction of the school are limited. Consequently, a typical comment is, 'We need reassuring that the changes will bring about improvements.' Other leaders and governors are starting to understand how well the school is performing. They support the new, well-chosen plans for improvement. They do not yet, however, make a full contribution because their skills in monitoring and reviewing the work of the school are not yet fully developed.

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.

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?	3
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?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 so much for the warm welcome you gave me when I inspected your school. You were polite, keen to talk to me and answered my questions thoughtfully. Your behaviour was good, and it was pleasing to hear that you feel safe in school because there is always someone on hand to care for you. You helped me to see how much you know about why keeping yourself healthy is so important. I enjoyed watching you take part in brain gym, and it was good to hear that you know that such activities help you to learn. I particularly enjoyed joining in your collective worship, hearing you sing so joyfully and listening to how, by following your school goals, you are helping to make your school a happier and safer place to learn.

Your school is a satisfactory school. Although the standards that you reach by the end of Year 6 are above those found in many schools, the rate at which you learn is similar to that expected. In recent weeks, there have been a lot of things changing quite quickly. Although some of these changes have been a little unsettling for parents, carers and pupils, it is clear that they are starting to help you to do better in your lessons and are helping to make your school an even happier and safer place to learn. There are however, some things that could be better still. This is why I have asked that your school make sure that:

- your work is always just at the right level for you – never too easy – so that you can show everyone what you are capable of
- you get more chances to practise your literacy and numeracy skills when you do work in other subjects
- governors and other staff with special responsibilities learn how to check that you are all doing as well as you should be
- your parents and carers are kept well informed of the changes that are being made and have the chance to influence how your school should improve.

You can help your school by making sure that you tell your teachers if your work is too easy, by making sure that you know how well you are getting on, and by always checking what you still have to do to reach your learning targets. Of course, you should continue to try your best in everything that you do.