

Carleton Endowed School

Inspection report

Unique Reference Number	121624
Local authority	North Yorkshire
Inspection number	380287
Inspection dates	28–29 May 2012
Lead inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	David Charlton
Headteacher	Duggie Speight
Date of previous school inspection	19 November 2008
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Introduction

Inspection team

Melvyn Hemmings

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed 10 lessons or parts of lessons taught by five teachers. Discussions were held with the Chair of the Governing Body, staff and groups of pupils. He observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspector took account of the three responses to the on-line Parent View survey in planning the inspection. Questionnaires from staff, pupils and from 73 parents and carers were scrutinised.

Information about the school

Carleton is smaller than the average-sized primary school. Pupils are taught in mixed-age classes. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Most pupils are of White British heritage. The school meets the current floor standards, which set the government's minimum expectations for attainment and progress. It has gained a number of national awards, including the Inclusion Quality Mark, and holds Healthy School status. The after-school club is privately managed and is inspected separately by Ofsted.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- Carleton is a good school. Its main strengths are the astute leadership of the headteacher, pupils' achievement, behaviour, the care of pupils and engagement with parents and carers. It is not yet outstanding because the proportion of outstanding teaching is not high enough. Also there are shortcomings in pupils' handwriting and a lack of technical accuracy in their writing.
- Pupils' achievement is good. They make good progress through the school and their attainment is above average in English and mathematics by the end of Year 6. Writing is a weaker aspect of their performance in English.
- Teaching is mainly good with outstanding practice evident. Teachers provide stimulating activities that capture and maintain pupils' interest. Classrooms are managed well so there is no disruption to learning. At times, lessons are too teacher-directed with insufficient opportunity for pupils to explore ideas for themselves and to reflect upon their learning.
- Behaviour and safety are outstanding. Pupils are extremely polite, courteous and considerate. They have an excellent understanding of how to keep themselves and others safe.
- The headteacher's leadership has been the driving force behind the school's significant improvement since the previous inspection. His challenging vision for further development is shared by the governing body and all staff, and morale is high. The leadership of teaching and the management of staff's performance are good. They have led to improvement in staff's leadership skills, the quality of teaching and pupils' achievement. However, the outstanding teaching in the school is not shared formally with staff in order to develop their own expertise further. Engagement with parents and carers is strong and contributes positively to pupils' achievement. They particularly appreciate the care taken of their children. One comment is typical: 'Staff provide a fun, safe and caring environment for children.'

What does the school need to do to improve further?

- Further raise attainment in writing by improving pupils' handwriting and their ability to write grammatically correct sentences with accurate spelling and punctuation.
- Increase the proportion of outstanding teaching by:
 - sharing the outstanding practice in the school with all staff to develop their own expertise further
 - increasing opportunities for pupils to work independently and show initiative
 - ensuring pupils have time to reflect upon their learning.

Main Report

Achievement of pupils

Pupils achieve well from their skill levels when they enter school, which are broadly in line with the national expectations. At the end of Year 6, pupils' attainment is above average. Pupils make good progress throughout the school. Children in the Early Years Foundation Stage settle in quickly and grow in confidence in making choices for themselves. They work and play well together, taking turns and sharing fairly. Children show much enjoyment in all they do, particularly in the recently developed outdoor area. In Years 1 to 6, pupils are keen to learn. They persist when faced with difficulty and maintain concentration for lengthy periods. Pupils collaborate well, such as in an information and communication technology lesson for Years 3 and 4, when pupils were creating a slideshow presentation to promote the London Olympics.

As a result of improvements in the teaching of phonics, pupils make good progress in linking letters and sounds. This was evident when pupils in Years 1 and 2 were spelling and correctly saying words that contained 'i', 'ie' or 'igh', such as 'kite', 'lie' and 'fight'. Attainment in reading is broadly average at the end of Key Stage 1 and above average by the time pupils leave school in Year 6. Pupils say they enjoy reading regularly in school and at home. Pupils have well-developed speaking and listening skills that enable them to express their ideas clearly and confidently. They enjoy writing in a variety of styles, such as when pupils in Years 5 and 6 were creating a journalistic account based on their view of a film clip they had seen the day before. However, pupils' handwriting is not well formed and sometimes the quality of their writing is undermined by careless errors in grammar, spelling and punctuation. Pupils have good mathematical calculation skills and use these adeptly to solve problems in real-life situations.

There is no significant difference in the achievement of different groups. Disabled pupils and those who have special educational needs are identified early and given well-targeted extra support to ensure they make the same good progress as other pupils. All parents and carers who returned their questionnaires agreed that their children were making good progress at the school. This is an accurate view.

Quality of teaching

Adults in the Early Years Foundation Stage work well together to ensure children's individual needs are met. Activities are interesting, practical and often based upon children's own

experiences. As a result, children are engaged in their learning and motivated to do well. In Years 1 to 6, teachers have good subject knowledge and are able to explain new ideas clearly and confidently. High expectations of behaviour and good classroom management mean that little time is lost and lessons run smoothly. At times, there is too much teacher direction in activities and this limits pupils' scope to use their initiative and find out things for themselves. Lessons are briskly paced but do not provide sufficient opportunities for pupils to reflect upon what they have learned and what they need to do next to improve. Teachers plan carefully to build upon previous work and to meet the needs of the different year groups in their classes. Teaching assistants provide effective support for all pupils, especially disabled pupils and those who have special educational needs. As a result, these pupils are fully involved in all activities and make the same progress as others.

Outstanding teaching was characterised by highly motivating activities that were extremely challenging for all groups and successful in ensuring that pupils investigated ideas for themselves. This was observed in a mathematics lesson for pupils in Years 4, 5 and 6 in which they were working collaboratively to solve a problem by extracting and interpreting data from a variety of sources, including charts, tables and diagrams. Pupils say they particularly enjoy the morning literacy and numeracy lessons, known as 'learning families', in which they can work with pupils from other classes. These sessions make a positive contribution to their social development, as they are encouraged to work cooperatively in pairs and small groups to complete tasks. One pupil commented, 'Teachers are jolly and enthusiastic and help make this a happy school.' The teaching of reading is effective in developing pupils' skills, with pupils saying that guided reading sessions have greatly improved their reading. All parents and carers agreed in their questionnaires that their children are taught well. Inspection evidence shows this is an accurate view.

Behaviour and safety of pupils

Parents and carers, staff and pupils say that behaviour has improved immensely since the previous inspection. Scrutiny of behaviour logs confirms this improvement over time. Pupils' behaviour is exemplary and makes a significant contribution to their progress. They manage their own behaviour extremely well, acting very responsibly in and around school. Pupils have excellent, enthusiastic attitudes to learning and show high levels of engagement in their activities. They have a thorough understanding of the different kinds of bullying, such as racist, physical and cyber bullying. The curriculum effectively promotes this understanding through assemblies and lessons that emphasise anti-bullying messages. Pupils say that bullying in school is very rare and any is dealt with quickly by staff.

Pupils say they feel very safe and secure in school. They are confident that if they have any worries or concerns they can talk them over with a member of staff. They have a very clear understanding of what might represent an unsafe situation and the action to take to stay safe. Activities that promote road, water and railway safety take place regularly through the year. For example, during the inspection pupils were being trained how to cycle safely on public roads as part of a 'Bikeability' programme. In information and communication technology lessons they effectively learn how to use the internet responsibly. All parents and carers who returned their questionnaires agreed that their children felt safe at school. One comment was typical: 'All staff go above and beyond, making sure children are happy, safe and can learn in a friendly environment.' The school has worked successfully to raise attendance since the previous inspection. It is now above average and continues to improve, reflecting pupils' enjoyment in coming to school.

Leadership and management

The previous inspection indicated the need to improve the skills of leaders and the governing body in evaluating the school's performance and in promoting improvement. The headteacher has been central in ensuring this has been done successfully. Leaders at all levels and the governing body now work effectively as a team to promote school improvement. They accurately evaluate the school's strengths and weaknesses and prioritise areas for development. Action taken to bring about improvement is reviewed regularly to measure its impact. Professional development for staff and performance management are tightly focused on school improvement. This has led to improvement in the quality of teaching, particularly in ensuring that activities match the ability of different groups. Consequently, pupils' progress has accelerated and attainment has risen. Leaders recognise that now this outstanding practice needs to be shared formally with all teachers, in order to develop their practice still further. Other aspects of the school's performance have been significantly improved, including pupils' behaviour, attendance and relationships with parents and carers. These have made a positive impact on pupils' achievement. The school's track record since the previous inspection shows it has good capacity for further improvement.

The governing body works diligently to make sure that safeguarding arrangements are effective. Training for staff is regular and of high quality, especially for child protection. The promotion of equality and tackling of discrimination are good. Leaders carefully check the performance of different groups and ensure any unevenness between them is minimal. The school has highly positive relationships with parents and carers. They are regularly asked for their views and leaders ensure these are used to inform decisions about whole-school issues. The school keeps them fully informed about their children's progress and achievement.

The curriculum effectively meets pupils' needs and aspirations. It is enhanced by a wide range of extra-curricular activities and educational visits, such as to Fountains Abbey. Pupils' spiritual, moral, social and cultural development is fostered well. They are encouraged to use creativity in learning about themselves and the world around them. There are many opportunities for pupils to explore the difference between right and wrong and how their actions affect others. Pupils show a good understanding of and respect for the traditions and beliefs of cultures different to their own. A residential visit and the opportunity to work collaboratively in the 'learning family' sessions effectively promote pupils' social development.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 May 2012

Dear Pupils

Inspection of Carleton Endowed School, Skipton, BD23 3DE

Thank you for the friendly welcome you gave me when I inspected your school. I enjoyed meeting you and seeing the many interesting things you do.

Inspection judgements show that yours is a good school and that:

- you achieve well and attain above-average standards in English and mathematics by the end of Year 6
- your behaviour is outstanding and you are extremely polite and kind to others
- the curriculum provides interesting activities, such as a visit to Fountains Abbey
- you feel safe in school and learn a lot in lessons, as indicated in your questionnaires
- you enjoy school, as is shown by your above-average attendance
- staff and governors are working hard to help you do even better.

I have asked your school to:

- improve the quality of your handwriting and your skills in using grammar, spelling and punctuation accurately
- give you more opportunity to explore ideas for yourselves and let you have time to think about what you have learned
- share the outstanding teaching that takes place with all staff to develop their own skills further.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead Inspector

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