



Carleton Endowed School

Inspection Report

Unique Reference Number 121624
LEA North Yorkshire
Inspection number 281062
Inspection dates 29 November 2005 to 30 November 2005
Reporting inspector Mr Christopher Keeler HMI

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

Type of school	Primary	School address	Carleton
School category	Voluntary aided		Skipton
Age range of pupils	4 to 11		North Yorkshire BD23 3DE
Gender of pupils	Mixed	Telephone number	01756 792910
Number on roll	130	Fax number	01756 700589
Appropriate authority	The governing body	Chair of governors	Mrs E Porter
Date of previous inspection	6 March 2000	Headteacher	Mr A Baker

Age group 4 to 11	Inspection dates 29 November 2005 - 30 November 2005	Inspection number 281062
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Carleton Endowed School is a Church of England primary school, situated in the village of Carleton, near Skipton. Most pupils come from the village and its surrounding hamlets but a significant number live in the town of Skipton. The percentage of pupils known to be eligible for free school meals is well below the national average. Very few pupils are from a minority ethnic background and the percentage of pupils with learning difficulties is in line with the national average. Attainment on entry to the Foundation Stage is slightly above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Carleton Endowed Primary School is an effective school with many good features. The school achieves its aim of giving pupils a positive, happy school experience underpinned by a strong Christian ethos. Pupils enjoy coming to school and like their teachers. They feel safe and valued and know that the school community cares for them. Behaviour is generally good, although the working habits of a minority of pupils could be better.

The quality of teaching is good overall and pupils make good progress. However, a minority of pupils who do not focus sufficiently on their work do not make as much progress in Years 4 and 5 as they might. Good systems are in place to track pupils' progress, but the assessment of pupils' performance during lessons could be improved. The quality of provision in the Foundation Stage is good and by the end of Key Stage 1 standards are above the national average. Teachers' expectations of pupils in the current Year 6 together with work seen during the inspection indicate that standards in English, mathematics and science are on course to be above average in 2006. The school is right to continue their efforts to raise standards of writing. The quality of the curriculum is good with opportunities provided for pupils to apply skills in other subjects.

The school is led and managed well. The headteacher has effectively reviewed the work of the school and is aware of the school's strengths and weaknesses. Areas for development identified at the time of the previous inspection have been successfully addressed. Together with the governing body, who give good support, they are well placed to improve. The school provides good value for money.

What the school should do to improve further

- Improve the progress and working habits of a minority of pupils in Years 4 and 5.
- Ensure that assessment of pupils' progress during lessons is used to inform planning.
- Continue to focus efforts on raising the standard of writing.

Achievement and standards

Grade: 2

Standards and achievement are good and this reflects the school's own judgement. Most pupils start school with slightly above average skills. They make a good start to their school life in the Foundation Stage. All pupils make good progress and are on track to achieve and in many cases exceed, the levels expected of their age by the time they enter Key Stage 1. They continue to make good progress and by the end of Year 2 standards are above the national average. In 2005 at least half of the pupils achieved higher than the level expected in reading, and science. The results of tests taken in 2005 indicated that by the time they finished year 6, pupils' performance in English overall was well above the national average and reflected the average in mathematics and science. This represents a drop in standards from those achieved in 2004 when all subjects exceeded the national average. The school took effective action

by reviewing the teaching arrangements for the older pupils. Lesson observations during the inspection suggest that pupils are making good progress and are on course to achieve well in all subjects. The school has established a register of gifted and talented pupils and now intends to develop a planned programme, including after school activities, that will enable them to realise their potential. The progress of a minority of pupils in Years 4 and 5, is not as good as in other year groups. Standards in writing need to be improved in both key stages and the school is addressing this. The school has introduced individual pupil targets in English and mathematics in an attempt to raise standards and this is beginning to take effect.

Personal development and well-being

Grade: 2

The school has rightly identified that personal development and well-being are good. Pupils enjoy coming to school and this is supported by the views of parents. They feel safe and trust their teachers. Their attendance is good. Standards of behaviour are generally good during lessons and outside where pupils play together well. A minority of pupils in Key Stage 2 do not focus and apply themselves sufficiently to their work. Pupils are courteous and polite and they relate well to adults.

The pupils' spiritual, moral, social and cultural development is good. In assemblies and planned Personal, social and health education (PSHE) lessons pupils are developing a sense of right and wrong. They celebrate each others achievements as a community through the award of certificates for good work and positive attitudes. This reflects the strong Christian ethos of the school where every child is valued. The older pupils are given opportunities to demonstrate responsibility. They act as 'buddies' to pupils who are lacking in social confidence and carry out tasks at the request of the headteacher, for example, preparing the hall for assembly. By learning about other religions and celebrating cultural differences pupils are developing an awareness of what it means to live in a multi racial society.

Pupils are developing an awareness of what constitutes a healthy lifestyle. Healthy eating is encouraged and pupils benefit from regular physical exercise. Programmes of drug education and sex education are taught to pupils in Year 6. The school council provides a voice for pupils in school life and introduces them to the democratic process.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall and this matches the school's judgement. Good teaching was observed in all key stages with the occasional lesson satisfactory, but this was not the norm.

In the Foundation Stage teaching is good with some outstanding features. The curriculum is tailored to pupils needs, they are always actively engaged and are given opportunities to explore the world around them and develop into independent learners.

Notable features of the teaching are high expectations of pupil's behaviour and a focus on the development of skills, particularly in regard to literacy and numeracy. As a result pupils are prepared well for the national curriculum.

Good teaching was seen in both Key Stages and in each Year group during the inspection. In Years 4 and 5 the progress of a small number of pupil's slows. While their rate of progress is satisfactory it could be better. Attention needs to be given to the development of good working habits for a small number of pupils. They should listen to the teacher, focus on the task set and put more effort into completing their work. Features of good teaching include: good subject knowledge; questioning that requires pupils to think and articulate their responses; a dynamic and creative delivery which captures and sustains the pupil's interest and the deployment and skill of teaching assistants, who make a significant contribution to learning. Pupils with additional learning needs are well catered for and supported in lessons and as a result make good progress.

The school has worked hard to set up good systems to track pupil's progress over time and this will help to identify inconsistencies in both teaching and learning. However, the assessment of pupil's progress during lessons and the extent to which planning is subsequently amended in order to meet pupils learning needs is less well developed.

Curriculum and other activities

Grade: 2

The school is correct in judging the quality of the curriculum to be good. It is broad and balanced and meets all statutory requirements. The curriculum in the Foundation Stage is good and extremely well planned. Pupils are given plenty of opportunities to develop a range of skills in relation to the areas of learning with an emphasis on structured play. In Key Stage 1 and 2, attention is given to the acquisition of numeracy and literacy skills. The school makes good use of its rural location to support the teaching of history, geography and environmental science. The provision for pupils with learning difficulties is good and together with effective support from teaching assistants, they make good progress. Lessons are enriched by a range of educational visits to places like York, as part of a study about Vikings. Year 5 pupils enjoy a residential visit to Arnside Youth Hostel in the Lake District. Here they are able to learn at first hand, knowledge and skills in relation to geography and science. It is also used to develop pupils' social skills as they are required to work together.

Extra-curricular activities are a notable feature of this school. Pupils benefit from a range of sport, art and music clubs. Pupils are encouraged to raise funds for selected charities as part of an on going focus on the needs of others. PSHE is taken seriously and as a result pupils are learning what it means to live a healthy life.

Care, guidance and support

Grade: 2

The quality of care guidance and support is good overall as opposed to outstanding, as perceived by the school. The headteacher and his staff know their pupils very well and are committed to promoting health and safety. This means pupils feel secure and

this is recognised and appreciated by parents. There are very few incidents of bullying. Pupils know who to turn to if they are unhappy and are confident that their concerns will be treated seriously. Pupils who join the school during the year settle in quickly and soon make friends. Good child protection procedures and health and safety routines are in place and adhered to. The school has good links with external agencies and these benefit pupils.

The school has introduced measures to track pupil's progress. In the Foundation Stage pupil's progress is very well monitored against the Early Learning Goals. In Key Stage 1 and 2 pupils are set targets for improvement in English and mathematics and their progress is assessed at regular intervals. The assessment of pupil's progress during lessons is less well developed. Teaching assistants provide good support to pupils especially those with learning difficulties and as a result, they make good progress. Links with local secondary schools have been established and pupils undertake specific work in English that helps to prepare them for transfer to Year 7.

Leadership and management

Grade: 2

Leadership and management are good. Together with the rest of the staff the headteacher has successfully established a common sense of purpose that provides all pupils with a positive, happy environment in which each individual is valued. The school is focussed on raising standards as well as promoting the personal development and well-being of pupils. The equality of opportunity is good. The headteacher handles the responsibility of leading the school and undertaking a part time teaching commitment very well; an analysis of questionnaires clearly demonstrates that he is held in high regard and has the respect and support of parents.

The headteacher has a good understanding of the strengths and weaknesses of the school. Improvements since the previous inspection are evident and he has tackled issues related to the quality of teaching which has resulted in improved educational provision for pupils. The school development plan is a useful vehicle that identifies key points for development. However, it needs to focus more on how the proposed improvements will impact on pupils learning and consequently raise standards.

Subject Co-ordinators are making a positive contribution to educational provision. Significant improvements have been achieved in the tracking of pupil's progress and target setting. The literacy co-ordinator with help from the local authority (LA). School Improvement Service is addressing the need to improve standards of writing.

The headteacher has successfully introduced Performance Management and monitors the implementation of initiatives designed to take the school forward. There is scope to increase the level of in class monitoring and support for teachers, for example, in the use of assessment and establishing good working habits where required.

The governing body give good support to the school and the Chair and the headteacher have established a good working relationship that is clearly focussed on taking the school forward. The involvement of governors in monitoring the work of the school through a programme of classroom visits is helping to give them an insight into how

the decisions that they make are affecting the pupils and staff. The school has the capacity to improve and gives good value for money.

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.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making me so welcome when I recently visited your school. I was most impressed with your good behaviour and the way you were polite and courteous.

You told me that you enjoy coming to school, that you like and trust your teachers and that you generally feel that it is a great place to be. Most importantly you know what to do when you need help and so you feel safe.

Nearly all of you work hard in lessons and you should feel very proud of yourselves. However, some of you need to listen to your teacher much more carefully and try harder with your work. I hope that you will. Your teachers will be reminding you!

Your head teacher is doing a good job and he is determined to make sure that you continue to enjoy your time at this school. I have asked him and your teacher's to help you get better at writing and to spot when you are having trouble with your work and then make plans to help you as soon as possible.

I think that by doing these things your school will get even better.

I had a good time at your school. I hope the Christmas play is a great success.