

Inspection of Carlton Primary School

Townend Avenue, Carlton, Goole DN14 9NR

Inspection dates: 28 and 29 November 2023

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|------------------------------|--------------------------------------------------------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The headteacher at this school is Jon Watson. The school is part of Selby Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ian Clennan, and overseen by a board of trustees, chaired by Jane Tupper.

What is it like to attend this school?

Adults at Carlton Primary school have high expectations of what pupils are expected to learn across the curriculum. Pupils are happy. They discuss their learning well in subjects such as design and technology, explaining how wheels and axles turn in the animal cars they made.

Adults consistently use the behaviour rules around the school. Pupils like to keep their 'Good to be Gold' time, so they behave well. A reward from a teacher confirms pupils are upholding the school values. Pupils are kind and ready to learn. They know how to stay safe. There is a clear understanding of bullying, and pupils say that if it happens, teachers resolve it.

Pupils understand how to stay healthy, active and have a healthy mind. They can tell you the best healthy foods to eat. After lunch, pupils like to walk the daily mile. Pupils who are well-being champions check up on their peers at playtimes and lunchtimes. They make sure everyone feels well.

A pupil parliament leads the school council, so all pupils experience voting. Pupils know that the government makes important laws and that the police reinforce those laws. Pupils show tolerance of others who may be different. All members of the school community embrace equality.

What does the school do well and what does it need to do better?

Leaders have developed a curriculum that inspires pupils to learn. Pupils with special educational needs and/or disabilities (SEND) are taught the same ambitious curriculum. The school has broken down learning into small steps to make sure all pupils can be successful. Curriculum leaders have identified the key knowledge that they want pupils to learn. Leaders have recently had to make changes to how their classes are organised. In some foundation subjects, this key knowledge is not organised in a way that makes it clear to see how the learning progresses across single year groups.

There is a consistency in how staff teach their subjects, for example in mathematics. Pupils with SEND have adaptations in lessons, such as specialist equipment, which helps them to access learning well. Teachers know what they want pupils to remember. They also check what pupils do remember. The school has put in place a strong training programme of professional development for leaders of mathematics and early reading. In some foundation subjects, such as history, enhanced subject-specific training is comparatively not as well developed.

Early reading is delivered with consistency. It starts straight away in Reception. Pupils enjoy taking part in phonics lessons and learn to read quickly. The books pupils read match the sounds that they are learning. Teachers encourage pupils to use their knowledge of phonics when writing. All staff, including those who teach

extra phonics sessions, teach it with the same approach. This means that any pupils who fall behind catch up quickly.

Reading is celebrated in many ways across the school. Librarians like to help pupils choose books from the library. Pupils are motivated to read by whole-class reading sessions they take part in.

The curriculum in the early years is well organised and connected to key stage 1. Reading is at the centre of the curriculum. The vocabulary that children are expected to know is identified. Reciting poems from the poetry basket is a class favourite. There are many different poems and rhymes that children can choose from. Children dance with excitement when their favourite poem is picked out. To celebrate Diwali, children recall lighting diva lamps. Independently and in small groups, children concentrate well on tasks.

Pupils benefit from the school's personal development programme. This supports their well-being effectively. Pupils have some knowledge of different faiths, making comparisons between how different religions celebrate and the buildings they use. A trip to a local power station, linked to the curriculum, helped pupils to remember more scientific knowledge. They enjoyed their residential visit where they practised skills for team games. Pupils learn to stay safe online, crossing the road and in water.

The school and trust have worked hard to improve the systems to check pupils' attendance. This work has had a positive impact on pupils' attendance. Leaders continue to work well with families whose children do not regularly attend in order to help them to do so.

All leaders, including the CEO of the trust, trustees and governors have been key partners in reshaping the strategic direction of the school, which has rapidly improved in all areas. The Selby Educational Trust has worked alongside school leaders to drive quick, sustainable improvements in school. Governors and trustees perform the required statutory duties diligently. They hold senior leaders to account. Teachers feel their needs are considered and their well-being is a priority.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not have a system in place that clearly shows how the small steps of the curriculum progress across year groups in some foundation subjects. Teachers cannot easily see the knowledge that comes before and after their year

group. Leaders need to further develop the system they have started in some subjects that shows more clearly how these steps progress across year groups.

- In some foundation subjects, such as history, curriculum leaders have not had enough subject-specific training to help them enhance how their subject is taught. This means that teachers do not have a developed enough understanding of the specifics for these subjects. The school needs to further develop the training requirements of these leaders.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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|--------------------------------------------|-----------------------------------------------------------------------------------------|
| Unique reference number | 148309 |
| Local authority | North Yorkshire |
| Inspection number | 10290381 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 166 |
| Appropriate authority | Board of trustees |
| Chair of trust | Jane Tupper |
| CEO of the trust | Ian Clennan |
| Headteacher | Jon Watson |
| Website | https://carltonprimary.setschools.uk |
| Date(s) of previous inspection | Not previously inspected |

Information about this school

- The school is part of Selby Educational Trust.
- The school does not use alternative provision.
- Carlton Primary School converted to become an academy in January 2021. When its predecessor school, Carlton-in-Snaith Community Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, curriculum leaders and other staff. They reviewed a range of documents.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, design and technology, and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to leaders, spoke to some pupils about their learning and looked at a sample of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's staff survey and Ofsted's online questionnaire, Ofsted Parent View, including any free-text responses. Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector

Ofsted Inspector

Richard Crane

Ofsted Inspector

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