

Inspection of Carnagill Community Primary School

Leadmill Estate, Catterick Garrison, North Yorkshire DL9 3HN

Inspection dates:	21 and 22 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Louise Newport. This school is part of Dales Academies 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), Damian Chubb, and overseen by a board of trustees, chaired by Judy Hooton.

What is it like to attend this school?

Pupils at Carnagill are kind, polite and happy members of the school community. A significant number of pupils join the school at times other than the normal admission date, including from countries, such as Nepal, Fiji and Cyprus, where families have served in the military. Pupils embody the school's values, which include independence, curiosity and aspiration. Pupils of all ages welcome visitors warmly and talk of their love for the school. They appreciate the support that the school provides for them. This includes pupils from military families and those pupils with special educational needs and/or disabilities (SEND).

The school has clear ambition and high expectations for pupils' achievement. Pupils generally achieve well across the curriculum. Pupils behave positively throughout the school. At times, some pupils struggle with their emotions. The school deals with this sensitively.

Pupils are safe at Carnagill. They know that there are trusted adults they can go to with any worries and 'they'll talk you through it'. The school's work in regard to pupils' emotional well-being has notable impact. There is a wide range of faiths and ethnicities within the school. Pupils demonstrate an exceptional understanding of equality. Pupils speak favourably of the welcome and acceptance they find at Carnagill.

Parents and carers are supportive of the school. They speak of pupils 'thriving', of them developing the 'best morals, respect and self-confidence' and teachers who 'really care about the children'.

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

Over time, leaders have transformed Carnagill. The school's curriculum is ambitious across all subjects. The school swiftly and effectively identifies pupils' needs. The school is adept at supporting pupils who are new to the area or new to the country. The checks leaders make on pupils' academic and personal development, on arrival, are precise and help to inform pupils' next steps, including support with early reading. This support gives pupils what they need to succeed and achieve. This includes pupils with SEND and those who speak English as an additional language.

Children in early years get an exceptional start to their education. Highly skilled adults engage children in learning. Children swiftly develop their communication and language skills through well-considered activities. Adults model adventurous vocabulary. Children then use this vocabulary in their play. For example, they talk about a 'ferocious' shark in a story. Others say they are 'terrified' of snakes and spiders. Adults promote a love of books and reading. Children love to tuck themselves under a blanket in the reading area and share stories together. Pupils in early years are exceptionally well prepared for future learning.

As pupils move into Years 1 and 2, well-trained adults ensure that pupils' emerging phonics knowledge is built on and developed further. Staff identify gaps in phonics

knowledge quickly. Pupils are given every opportunity to catch up if they fall behind. Older pupils become increasingly confident and fluent readers. They have very positive attitudes to reading, both in school and for their own pleasure.

In some areas, the school's published outcomes in 2024 were low. These outcomes do not fully reflect the quality of education the school provides for its pupils. The curriculum enables pupils to deepen their understanding across all subjects. Pupils recall and use their prior knowledge well. In dance, for example, pupils build on their understanding to create routines that include unison and freeze frame tableaux. In mathematics, pupils use their prior knowledge effectively to tackle more challenging problem-solving questions. They know that activities in physical education (PE) increase their heart rate. They link this knowledge well to their learning in science. In some subjects, curriculums have been reviewed and refined more recently. These are not securely embedded in classroom practice at this point.

While pupils' attendance overall is positive, there is a small proportion of pupils who are persistently absent from school. Leaders take effective action to improve the attendance of these pupils. Pupils talk positively about behaviour in the school. A very small minority of pupils can be disrespectful to others or use inappropriate language at times. The school has effective systems in place to effectively deal with this.

The school's programme for pupils' wider development is comprehensive and effective. Pupils are tolerant and accepting of all. They develop a sense of spirituality, which is strengthened through a well-planned series of educational visits. These include visits to different places of worship. Pupils make positive contributions within school and the wider community. Class representatives, for example, are very proud to show visitors around the school and talk about their love for the school. Although pupils have a commendable understanding of morality and how to contribute positively to society, their understanding of fundamental British values is insecure at this point.

Governors and trustees are integral to the improvement journey at Carnagill. They are highly knowledgeable and well informed. They carry out their monitoring duties with diligence and use information gathered from these activities to provide support and insightful challenge to the school. A team of motivated and positive staff have their workload and well-being prioritised by leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of subjects, aspects of the curriculum have been recently reviewed and continue to be developed further. Where this is the case, it sometimes affects the impact of the curriculum on pupils' learning. The school should ensure that

these aspects are embedded securely so that pupils remember their key learning in these subjects.

- Opportunities for pupils to understand fundamental British values are not as effective as they should be. This means that pupils' understanding of British values is not well developed. The school must ensure that the teaching of British values is effective, so that pupils develop a greater understanding of these values to better prepare them for life in modern Britain.

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

Unique reference number	147593
Local authority	North Yorkshire
Inspection number	10346732
Type of school	Community
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	Board of trustees
Chair of trust	Judy Hooton
CEO of the trust	Damian Chubb
Headteacher	Louise Newport
Website	www.carnagill.dalesmat.org
Dates of previous inspection	Not previously inspected

Information about this school

- Carnagill Community Primary School converted to become an academy in April 2020. When its predecessor school, Catterick Garrison Carnagill Community Primary School, was last inspected by Ofsted, it was judged to be inadequate for overall effectiveness.
- The school is one of 16 schools in Dales Academies Trust.
- The school does not use any alternative provision.
- Wraparound childcare operates on site under the management of the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 met with the headteacher, other school staff, members of the local governing body, the CEO of the trust, some other representatives of the trust and the school's external education welfare officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, PE and geography.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector visited a sample of lessons and looked at samples of pupils' work in some other subjects.
- An inspector listened to some pupils from Years 1, 2 and 3 reading to a familiar adult.
- 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.
- An inspector spoke to some 'pupil leaders' during a pupil-led tour of the school.
- The inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments.
- An inspector spoke with some parents informally at the end of the school day.
- The inspectors considered the responses to the online staff and pupil surveys, including the free-text comments.

Inspection team

Richard Beadnall, lead inspector

His Majesty's Inspector

Janet Madden

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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