

Carr Hill Primary and Nursery School

Inspection report

Unique reference number	122732
Local authority	Nottinghamshire
Inspection number	380522
Inspection dates	28–29 June 2012
Lead inspector	Geof Timms

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Mark Barnett
Headteacher	Neil Moore
Date of previous school inspection	24 September 2008
School address	Tiln Lane Retford DN22 6SW
Telephone number	01777 702948
Fax number	01777 709055
Email address	office@carrhill.notts.sch.uk

Age group	3–11
Inspection date(s)	28–29 June 2012
Inspection number	380522



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Geof Timms

Additional Inspector

Aileen King

Additional Inspector

Lenford White

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 24 lessons, taught by 16 teachers, for a total of almost 12 hours, as well as spending other time looking at pupils' work. In addition, meetings were held with staff and members of the governing body, as well as pupils. The inspectors observed the school's work, and looked at a range of assessment data, policies, reports and planning documents. They analysed the responses to 82 parental questionnaires and others from staff and pupils.

Information about the school

This is a larger than average-sized primary school. An above-average proportion of the pupils are currently known to be eligible for free school meals. Most pupils are White British, and very few are of minority ethnic heritage. The proportion of disabled pupils and those who have special educational needs, who are supported at school action plus or with a statement of special educational needs, is above average. The school receives a significant number of pupils into Year 3 from a local infant school.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has Healthy School status and Basic Skills, Activemark, Extended Schools and Links for Languages awards.

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

- This is a good school. It has a number of outstanding features especially regarding pupils' behaviour, social and moral skills and in aspects of leadership. Despite its many strengths, the school is not yet outstanding because the teaching is not consistently effective enough to ensure that all pupils, especially a small number of those who find learning more difficult, achieve well.
- Children's progress in the Nursery and Reception classes is good although the use of the outdoor areas does not promote children's independence fully. Older pupils' progress in reading, writing and mathematics is good. Attainment is broadly average and improving, especially in mathematics.
- Good quality teaching is having a positive impact on the progress made by most groups of pupils. The positive and friendly relationships between pupils and all staff are a strength of the school and lead to successful learning 'the Carr Hill way'. Recent changes to the provision for lower-attaining pupils are yet to be fully embedded and reflected in those pupils' learning.
- Pupils' behaviour is outstanding. This has a very positive impact on their attitudes towards learning and on how safe they feel at school. Pupils talk very positively about how teachers help them learn new things and how well they get on together. They demonstrate an exceptional level of support for each other.
- The leadership of teaching and management of performance are good with outstanding aspects. The headteacher leads the school exceptionally well and the governing body has an outstanding understanding of the school's strengths and weaknesses and uses this information very effectively in decision making. The senior and middle leadership has been restructured recently, making for good leadership and management overall, and this is proving very successful. The school's self-evaluation is exceptionally honest and accurate.

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

What does the school need to do to improve further?

- Provide more effective support to meet the needs of lower attaining pupils, and those with less severe special educational needs, so that their progress is in line with the rest.
- Improve the opportunities for children in the Early Years Foundation Stage to develop their independence through improvements to the access and use of the outside areas.

Main report

Achievement of pupils

Pupils achieve well and the progress they are making has improved and is now good. Attainment in Year 6 has been consistently average over time although the current picture is better than this. Attainment has improved this year to be above average in English and mathematics from starting points that are often well below the levels expected nationally. This is the result of strong leadership at all levels and good quality teaching.

The work seen in lessons and pupils' books shows that progress in reading, writing and mathematics is good. In Key Stage 1, standards are steadily rising each year and are now reaching average levels in reading, writing and mathematics. Throughout the school, there are high standards in information and communication technology and in art and design. For example, older pupils recently designed zoetropes which they controlled using computer software. The teaching of reading is good and helps pupils to develop good skills in linking letters and sounds.

In the Early Years Foundation Stage, reading skills, including linking letters and sounds, are developing well. Children's attitudes are positive and they clearly enjoy being in school. The school has some good outdoor spaces with the potential for high quality learning although this is hindered by the current access. Because of this, children have not had sufficient opportunities to develop their independence especially through learning outdoors. The school's data show that children make good progress in the Nursery and Reception classes and the current Reception children are close to achieving standards in line with those expected by the end of the year.

Basic skills are developing well throughout the school. Pupils' understanding of sounds and letters is good, and they enjoy looking at and reading books. In Key Stage 2, pupils' progress is currently much more rapid because of improvements to the consistency and quality of teaching, some of which is outstanding. In reading, writing and mathematics, progress in the lessons observed was typically good and attainment often above average.

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

Disabled pupils and those with special educational needs are very well cared for, and their social and emotional development is good. However, a small number of the lower-attaining pupils whose needs are less severe make less progress than similar pupils nationally. The school has improved many of the interventions for these pupils but this is yet to be reflected in their outcomes. More remains to be done to ensure that teaching is fully effective in meeting their needs.

Quality of teaching

Most of the teaching observed during the inspection was good. The school's records show that this is clearly a sustained and consistent picture. The teaching of mathematics in Key Stage 1 has improved after advice from the coordinator on planning. Teachers make good use of new technology using, for example, video to support pupils' learning. This happened in an excellent Year 6 science lesson when stop motion film showed the results of decay in fruit.

Excellent relationships encourage pupils' involvement in their learning. They talk about school enthusiastically and are especially positive about residential visits and after-school clubs. Behaviour is well managed so any interruptions to lessons are extremely rare. More often when lessons are lively it is positive because pupils are excited about their learning. This happened in a Year 3 lesson about graphic novels, for example. The teachers manage disabled pupils and those who have special educational needs effectively and demonstrate a genuine care and concern for their welfare. However, the interventions to encourage their academic progress have not always been effective. The school recognised this and has made changes to the interventions for them. Teachers' marking shows pupils how well they have done and what they need to do to improve. Target setting is well matched to pupils' prior attainment, and they are aware of their targets and what they can do to improve their work.

Teachers provide a wide range of activities including problem-solving and investigative activities. For example, pupils greatly enjoyed talking about the crime scene project they took part in recently. Children's learning needs in the Nursery and Reception are well provided for although opportunities to promote children's independence, especially through access to outdoor areas, are limited. In one good session, children had opportunities to explore natural materials and take part in some gardening activities. Throughout the school, teachers help pupils to learn about other faiths and cultures and this supports their good spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Pupils' behaviour, and the impact of this on their learning and on the creation of a harmonious community, is outstanding. Their relationships with adults and with each other, and their behaviour in lessons and around the school, are consistently excellent. This is evident from parent, carer and pupil questionnaire responses, school records and observations. The vast majority of the pupils are extremely polite

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

and friendly to those they know and very respectful towards visitors, who they enjoy talking to. Their outstanding behaviour in lessons aids good learning and they cooperate and collaborate effectively when the activities give them this opportunity. In Year 6, for example, groups of pupils worked extremely maturely together to discuss how they would select different methods of calculation to solve problems linked to the setting up of a market stall. Pupils throughout the school enjoy talking about and sharing their work. They told inspectors that they really enjoy practical lessons and solving problems.

Almost all parents and carers say their children are safe at school and this view is supported by the inspection evidence. Pupils are very positive about the behaviour in lessons and at other times as well. They have a good understanding of what constitutes different types of bullying, and are confident that if there was any, it would be dealt with well by adults. They talk knowledgeably about safety issues regarding the internet and are confident that there are adults they trust in school they would go to if they had a concern.

Leadership and management

The headteacher provides very strong leadership for all aspects of the school's work. He is well supported by the new leadership team and this is having a very positive impact on raising standards and improving teaching. There is a good team spirit and every member of the staff strongly agrees that they are proud to be members of the school. The senior leaders have a clear vision that is focused on raising standards, and their self-evaluation is accurate and honest regarding strengths and areas for development. Teachers improve their practice through well-focused professional development and opportunities to learn from and work alongside each other and staff from other schools. The school has a central position in its local community and works effectively with other schools to promote pupils' best interests, including through extended schools provision and a wide range of out-of-school activities. For example, a group of more-able mathematicians attended a special session at the local secondary school to extend and challenge their learning. Successful recent developments in improving boys' writing reflect the school's constant striving to improve. The leadership of literacy and numeracy is effective and leading to improvements in pupils' achievement.

The school has a detailed tracking system and all staff can see clearly how well their pupils are progressing. This means any underachievement can be quickly recognised and addressed. However, the extra support and expertise provided to suit the needs of lower-attaining pupils and those with less severe special educational needs has not been monitored closely enough by class teachers and their progress is slightly below that of similar pupils nationally.

The good curriculum is broad and balanced and meets pupils' needs appropriately. They talk enthusiastically about many of their activities. Good opportunities are provided for pupils to learn about other cultures and religions, through visits and visitors. Good close links with a school in France promote the learning of a new

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

language and an understanding about how others live. This is one way in which the school successfully promotes pupils' spiritual, moral, social and cultural development. Many parents and carers take a full part in school life. For example, fathers were recently invited to help their children design and build a robot.

The members of the governing body have maintained their excellent work since the last inspection. They work hard through a range of monitoring activities to understand the school's strengths and weaknesses, and its effectiveness. The school promotes equality and tackles discrimination well. The governing body ensures that safeguarding arrangements fully meet current government requirements.

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.



2 July 2012

Dear Pupils

Inspection of Carr Hill Primary and Nursery School, Retford DN22 6SW

Thank you for the way you welcomed us to your school recently. We really enjoyed our visit, reading your questionnaires and talking to many of you. Your behaviour in lessons and around the school is excellent. This is important because it means the teachers are confident in providing you with interesting work, as well as keeping you safe and happy in school. We were very impressed with how thoughtful you are regarding each other's feelings. This helps create the excellent, friendly atmosphere in the school. Keep it up!

Carr Hill is a good school. You work well, and are reaching higher standards than you have in the past. You are lucky that you have so many good teachers and other adults to help you learn. A few of you who find learning a little more difficult do not make the progress you could so we have asked the school to help your learning improve so you make better progress in your basic skills.

The school has plans to make it easier for the youngest children to access the outdoor areas. We are asking the school to make sure that these children are given more opportunities to develop their independence so they can more quickly grow into mature learners.

Your headteacher and the governing body provide some excellent leadership and they are well supported by the other senior staff. They are keen to help you do as well as you can and you can help them by continuing to work hard. Thank you again for your friendliness and help. We hope that you continue to enjoy your time at Carr Hill and keep looking out for each other!

Yours sincerely

Geof Timms
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**