

Carr Hill Primary and Nursery School

Tiln Lane, Retford, Nottinghamshire DN22 6SW

Inspection dates

26–27 June 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders did not take effective action to prevent a decline in standards since the last inspection.
- Leaders have not ensured that the quality of teaching, learning and assessment is consistently good throughout the school.
- Teachers do not use assessment to match work consistently well to pupils' abilities. The most able pupils are not consistently given work that is challenging for them.
- Teachers' expectations for the presentation of pupils' written work are not consistently high in all year groups.
- Pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2 were well below the national average in 2017. This applies equally to disadvantaged pupils.
- The school's latest assessment information and the work in pupils' books show that standards of attainment in writing are typically below that in reading and mathematics, in most year groups.

The school has the following strengths

- Standards of attainment in reading, writing and mathematics at the end of key stage 1 are typically at least in line with the national average, and often above.
- The school's current assessment information shows that standards in key stage 2 are improving, especially in Years 3 and 4.
- The teaching of phonics is effective. As a result, the majority of pupils typically achieve the required standard in the phonics screening check in Year 1.
- Leaders and governors have ensured that the arrangements for safeguarding are effective. Parents and carers, staff and pupils say that the school is safe.
- Leadership and teaching in the early years are good. Children make good progress and are well prepared for Year 1.
- Pupils' behaviour is good. The school's work to support pupils' social and emotional development is strong.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management in order to secure sustained improvement by ensuring that:
 - standards of attainment and rates of progress are equally strong across all year groups, especially in writing
 - the additional pupil premium funding provided for the school is used effectively to raise standards for disadvantaged pupils.
- Eliminate inconsistencies in the quality of teaching, learning and assessment so that pupils attain more highly and make faster progress by ensuring that:
 - teachers set work that is consistently well matched to pupils' needs and abilities, especially for the most able, so that pupils can attain at the high standard of which they are capable
 - teachers' expectations for the presentation of pupils' work and the quality of their handwriting are consistently high across the school
 - there are increased opportunities for teachers to share more widely the effective practice which exists across the school.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors were not effective in preventing the decline in pupils' attainment and rates of progress over time, in key stage 2. In 2017, standards of attainment and rates of progress in reading, writing and mathematics at the end of key stage 2 declined to well below the national average. Pupils in Year 6 were not well prepared for secondary education.
- Until recently, leaders did not ensure that the additional funding made available by the government to raise standards for disadvantaged pupils was used effectively. Consequently, disadvantaged pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2 were well below those of other pupils nationally in 2016 and 2017.
- Leaders and governors have not ensured that the quality of teaching, learning and assessment is consistently good across the school. This inconsistency has a negative impact on pupils' learning and progress.
- Since the last inspection, there have been significant changes in leadership and governance, including the appointment of a new headteacher and deputy headteacher. The headteacher has high expectations for staff and pupils. She effectively fosters positive relationships across the school. Staff and pupils alike say they feel proud of the school and are happy to be part of the school community.
- Leaders work effectively as a cohesive team who have an aspirational vision for the school. They have put in place extensive plans for improvement, linked to three clear priority areas. As a result of their actions, there are early signs of improvement in the quality of teaching and in pupils' progress in key stage 2, especially in Years 3 and 4.
- Leaders at all levels have an increasingly precise overview of pupils' progress in reading, writing and mathematics. This is a result of the newly established systems for assessing and tracking pupils' performance, and for carrying out regular checks on the quality of teaching.
- The deputy headteacher provides effective leadership of the provision for disadvantaged pupils. She has revised the plans for pupil premium spending so that they are more precisely focused on raising standards for pupils. As a result, the latest assessment figures show that disadvantaged pupils in the current Year 6 have attained at a higher standard and have made better progress in reading, writing and mathematics than in 2017.
- The coordinator for pupils who have special educational needs (SEN) and/or disabilities is effective. She makes sure that pupils' additional needs are identified quickly. Consequently, support for pupils is precisely targeted to their needs and liaison with parents and carers is positive. There is evidence that pupils who have SEN and/or disabilities make increasingly good progress from their starting points.
- Leaders have redesigned the curriculum to ensure that it is broad and balanced, and effectively promotes the school's core values: 'inspire, enjoy and flourish'. Other key elements of the curriculum are creativity and the development of active learning for pupils. During a discussion, pupils recalled with enthusiasm memorable topics such as

'The Stone Age' and 'Rainforests', 'The Victorians' and 'Greek Myths', saying that these topics had inspired them to produce their best work. Pupils also say they value and appreciate the wide range of after-school activities which enrich and enhance the curriculum. These include the gardening and drama clubs and the 'green champions'. Through all of these activities, pupils are acquiring a wide range of knowledge and skills.

- Leaders and staff promote pupils' spiritual, moral, social and cultural development well. Pupils have opportunities to learn about a range of faiths and cultures, for example by visiting the Sheffield mosque and by celebrating Chinese New Year and Divali. Pupils are taught to understand and appreciate the fundamental British values and there is an obvious culture of respect and tolerance throughout the school. Pupils spoke thoughtfully about their understanding of equality; they value and enjoy one another's differences.
- Leaders ensure that they use the additional sports funding effectively to promote pupils' physical fitness, health and well-being. The member of staff responsible for leading this aspect of the school's work has an effective plan in place to make sure that the benefits to pupils and to staff expertise are sustainable.

Governance of the school

- Members of the governing body acknowledge that standards at the school had declined and that, in the past, they did not hold leaders to account rigorously enough.
- Governors have adopted the recommendations from the review of governance requested at the previous inspection. This has resulted in significant improvements in governance. There is evidence, in the minutes of their meetings and through discussions with the inspector, that governors ask challenging questions of leaders. In particular, they are tenacious in requesting information about the progress of disadvantaged pupils.
- Governors are clear about their roles and responsibilities, especially in regard to safeguarding. They are actively involved in the life of the school, both by attending events and by joining senior and subject leaders for a range of monitoring activities.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have made sure that all of the school's employment checks are in place, in line with statutory requirements.
- The school's safeguarding team has a sound understanding of the particular local safeguarding issues. This means that they can respond appropriately to any pupil welfare concerns which may occur.
- All members of staff receive regular training updates in regard to safeguarding. Staff who spoke with inspectors were clear in their understanding of the school's procedures for raising concerns. Safeguarding records are thorough and well maintained.
- The well-coordinated and thoughtful approach to safeguarding has resulted in a strong culture of care and vigilance throughout the school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not consistently good across the school. This means that some pupils do not learn and progress as well as they should.
- Inspectors' observations of learning in lessons showed that, in some year groups, teachers do not set work that is well matched to pupils' abilities. In particular, the most able pupils do not consistently receive the degree of challenge required to ensure that they deepen their knowledge and attain at the high standard of which they are capable.
- Teachers' expectations of what pupils should achieve in their handwriting, and in the presentation of their work, are not consistently high in all year groups. Some teachers do not place enough emphasis on allowing sufficient time for pupils to practise key skills in writing. This can be seen, in particular, in pupils' English and topic books, where some pupils repeat errors.
- Teachers' subject knowledge and the quality of their questioning are good. This enables pupils to progress well and reflect thoughtfully on their learning. Pupils support each other well in lessons, for example in paired work. They respond well to routines, so that lessons flow smoothly and productively, in most year groups.
- As a result of effective subject leadership, the teaching of mathematics is improving across the school. This was confirmed during the inspection by looking at the latest assessment figures, observing learning in lessons and by checking the quality of pupils' workbooks.
- Similarly, the latest assessment information confirms the positive impact of the school's work to improve the teaching of reading. The teaching of phonics is effective; pupils typically acquire accurate phonic knowledge, and this helps them in their reading and writing.
- Parents who spoke with inspectors, and who responded to the online survey, were happy with school communications and with the homework their children receive.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. Those who spoke with inspectors described the school as 'friendly, kind and fun'. They say they feel 'lucky' because their teachers help them and there is a 'good atmosphere' in the school. Pupils especially value the wide range of after-school activities provided for them.
- Pupils have positive attitudes to learning and this is having an increasingly positive impact on their progress, which is improving.
- Pupils, staff and parents agree that the school is safe. Pupils could describe a range of factors which keep them safe at school. For example, they say teachers and support staff react quickly to any rare occurrences of bullying. Pupils also said they find the 'friendship bench' helpful at playtimes.

- The extensive and attractive school grounds are set out effectively to promote pupils' physical, social and emotional well-being. The site is zoned in such a way to provide ample spaces for pupils to improve their physical fitness, for example in the 'cardiac corner' or on the 'trim trail'. Inspirational murals promote themes of friendship and respect. Tranquil seating areas encourage pupils to gather quietly, chat or simply have time for reflection.
- Pupils' pride in their work is more evident in mathematics than in their writing and topic work. This is because teachers in some year groups do not set high enough expectations for the standards they wish to see in books.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct around school is calm and orderly. This was seen throughout the inspection, at playtimes, at lunchtimes, in assemblies and in the way pupils move around the school. Pupils display a natural courtesy and respect towards each other and to adults.
- The vast majority of parents and staff who completed the online survey hold positive views about pupils' behaviour. The headteacher's records show that instances of bullying and behaviour incidents are rare, and are handled appropriately, in line with the school's behaviour and anti-bullying policy.
- Pupils' attendance is good. Overall rates of attendance are typically in line with, or above, the national average. Persistent absence is consistently below average.
- In lessons, the vast majority of pupils cooperate well and support each other in their learning. Occasionally, where the work is not well matched to ability, pupils lose focus and their learning slows.

Outcomes for pupils

Requires improvement

- Pupils' rates of progress and standards of attainment in key stage 2 have declined since the previous inspection.
- Progress and attainment in reading, writing and mathematics at the end of key stage 2 declined further in 2017, to well below average. This applies equally to the progress of disadvantaged pupils. Pupils in Year 6 were not well prepared for secondary education.
- Standards of attainment at the end of key stage 1 have been consistently at least in line with the national average, and often higher, over time. The school's current assessment information shows a dip in attainment, in reading, writing and mathematics, as a result of staffing issues this year in Year 2. Those issues are now resolved.
- As a result of effective teaching, the majority of pupils typically achieve the required standard in the phonics screening check at the end of Year 1.
- Currently, pupils are making better progress and attaining at a higher standard in key stage 2 than in 2017, in most year groups. The improvement is especially evident in Years 3 and 4. The school's end-of-year assessment figures also show an improving picture for pupils in the current Year 6. A higher proportion is attaining at the expected

standard in reading and mathematics than in 2017. However, attainment in writing at the expected standard has declined for the current Year 6. Attainment at the higher standard, in all three subjects, has improved. All of these improvements also apply to disadvantaged pupils.

Early years provision

Good

- Leadership and teaching in the early years have improved significantly since the last inspection and are now securely good. Staff know the children, and their needs, very well. This enables them to assess children's progress and adapt the teaching and curriculum regularly and precisely, in order to cater for children's needs and stages of development.
- Children enter the early years with knowledge and skills that are broadly in line with, and sometimes below, those which are typical for their age. As a result of good teaching, children make good progress towards their early learning goals and are well prepared for Year 1. This applies equally to the relatively small proportion of children who are disadvantaged.
- Staff plan and provide an appropriate range of activities which flow seamlessly across the indoor and outdoor provision. This is equally strong in the Nursery and Reception classes. The learning atmosphere in the early years is positive and purposeful. During the inspection, inspectors observed numerous examples of staff using astute questioning, and their knowledge of the children, to move children gently along in their learning and development.
- Children have frequent, well-planned opportunities to develop their language skills. For example, some were observed conversing excitedly with each other to put on 'a show' in the role-play corner. Others were negotiating how they would take turns on the outdoor climbing equipment.
- The work in children's books and on display is well presented and shows particularly strong evidence of their progress in writing. Teachers' high expectations for the standards of writing are evident in the confidence with which children write and the accuracy of their letter formation and emerging sentence-writing.
- Safeguarding in the early years is effective, as in the rest of the school. Staff are familiar with procedures for raising concerns, the provision is safe and secure and all of the relevant training is up to date.
- Early years staff liaise effectively, and often, with parents and carers. Children's transition into the Reception classes is well managed, often including home visits. This ensures that relationships are strong across the provision. Parents who spoke with inspectors expressed highly positive views about the care and education their children receive.

School details

Unique reference number	122732
Local authority	Nottinghamshire County Council
Inspection number	10036073

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair	Mark Barnett
Headteacher	Sally Alford
Telephone number	01777 702 948
Website	www.carrhill.notts.sch.uk
Email address	office@carrhill.notts.sch.uk
Date of previous inspection	24–25 March 2015

Information about this school

- Carr Hill Primary and Nursery School is larger than the average-sized primary school.
- The early years provision consists of one Nursery class and two Reception classes.
- The headteacher was appointed in September 2016, following the retirement of the previous headteacher. The deputy headteacher was appointed in January 2017.
- The school receives regular and effective support from the local authority.
- Each September, the school receives an influx of pupils from a local infant school into its Year 3 classes. These pupils make up approximately 50% of the year group.
- In September 2016, the school received an influx of pupils into its Year 5 classes from another local primary school. This resulted in a dramatic increase in the proportion of disadvantaged pupils in that year group, the current Year 6. The proportion of disadvantaged pupils increased from 28%, which is typical for the school, to 50%.
- The proportion of disadvantaged pupils is above the national average.

- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The vast majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below that seen nationally.
- The school does not meet the current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in 36 lessons or part lessons, across all classes, some jointly with senior leaders.
- Inspectors looked at work in an extensive range of pupils' books and considered the school's assessment information on the progress and standards achieved by current pupils.
- Inspectors visited the school library, listened to pupils read and talked with them about their enjoyment of reading.
- Inspectors met with the headteacher and deputy headteacher, leaders with responsibility for English, mathematics, early years and pupils who have SEN and/or disabilities. Inspectors met with those responsible for the management of behaviour, bullying and exclusions, disadvantaged pupils and the sport premium. They also met with other teachers and support staff.
- The lead inspector met with three members of the governing body, including the chair of governors.
- The lead inspector conducted a telephone conversation with a representative of the local authority.
- Inspectors met with a group of pupils and spoke informally with pupils during lessons, lunchtimes and breaktimes.
- Inspectors met with parents at the start of the school day. The lead inspector also considered the 29 responses to Ofsted's online survey, Parent View.
- The lead inspector considered the responses to the staff and pupil online surveys.
- Inspectors considered a wide range of documentation, including the school's improvement plan and self-evaluation summary, minutes of meetings of the governing body, the school's current information on pupils' attainment and progress, attendance records, behaviour and exclusion logs, external reports on the work of the school, monitoring and evaluation records and a range of documents relating to safeguarding.

Inspection team

Christine Watkins, lead inspector	Her Majesty's Inspector
Ged Philbin	Ofsted Inspector
Chris Stevens	Her Majesty's Inspector

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