

# Carr Hill Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122732
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	314378
<b>Inspection dates</b>	24–25 September 2008
<b>Reporting inspector</b>	Ian Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	401
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Barnett
<b>Headteacher</b>	Mr Neil Moore
<b>Date of previous school inspection</b>	6 July 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Tiln Lane Retford Nottinghamshire DN22 6SW

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<b>Age group</b>	3–11
<b>Inspection dates</b>	24–25 September 2008
<b>Inspection number</b>	314378

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Carr Hill Primary and Nursery School is a large primary school. A significant number of pupils join the school in Year 3 from a local infant school. The proportion of pupils who need additional support or find learning more difficult is greater than average. The percentage of pupils from minority ethnic backgrounds is well below average and almost all speak English as their first language. When pupils enter the Early Years Foundation Stage (EYFS) their standards are below those expected for their age. The school has achieved the School Achievement Award and the Activemark for sport.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It is well led by a committed headteacher and a very effective governing body, and together they lead the school successfully. Careful management together with high aspirations and a commitment to supporting each individual child ensures that pupils achieve well. The good personal development and well-being of pupils is a priority by all staff, who provide them with effective care and support. Parents are very happy with the school, typically saying that the staff are, 'very approachable and helpful.' Pupils say that they enjoy school, reflecting their excellent relationships with the staff. Behaviour is good and pupils work hard. They respect their teachers and their classmates and make a positive contribution to the school community. Pupils join the school with skills that are below those typical for their age. They make good progress in the EYFS, reaching standards that are close to expected levels when they join Year 1. Pupils continue to make good progress through the rest of the school and reach standards that are average overall by the end of Year 6. Pupils who need additional help with learning receive effective support from teachers and support staff and make good progress from their low starting points. Achievement is good because of good quality teaching and learning and good curricular provision. Lessons are frequently lively and interesting, made enjoyable and relevant by good links between subjects. Skills learned in information and communication technology (ICT) are used well to support overall learning. Progress in lessons varies because of fluctuations in standards of teaching and learning. Most lessons are good and occasionally outstanding, but in less effective lessons, not enough challenge is provided to pupils of differing abilities and so progress slows. Pupils generally receive good guidance in lessons and through teachers' marking, particularly in English. Leadership and management are good. Governors effectively hold the school to account for its work and know the school very well. Monitoring and evaluation of the school's outcomes by governors and the senior leadership team are good and key leaders have a clear view of where improvements can be made. Subject leaders are committed and hard working but they are not sufficiently involved in monitoring teaching and learning. This restricts their capacity to influence improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Pupils get a secure start to their education in the Foundation Stage. This is because of good provision, effective leadership and high quality care. Children settle quickly into routines and quickly engage in their learning. Staff work closely in liaison with parents and carers, gaining their trust and confidence. The school has recognised the need to work further in partnership with parents to promote learning. Good liaison exists between the school and support agencies, helping to support children's progress. Good arrangements exist to ensure the health and safety of children. Foundation Stage learning is based on practical activities, with many opportunities for imagination and play, both indoors and outside. Staff carefully monitor progress; together with the good provision that meets children's learning needs well ensures that overall achievement is good. They give particular emphasis to developing personal, social and communication skills, a priority replicated throughout the school. Most children play appropriately well and demonstrate a good understanding of what they are learning. Attainment on entry to the school is below national expectations, especially in the areas of communication, language and literacy. However, they make good progress and achieve broadly average standards by the time they enter Year 1.

## What the school should do to improve further

- Improve the consistency of teaching and learning to ensure consistently high standards.
- Develop the role of subject leaders so that they play a more prominent role in the monitoring and development of their subjects.

## Achievement and standards

### Grade: 2

Standards at the end of Year 2 fluctuate from year to year and dipped in 2008 to become lower than average in reading, writing and mathematics. However, standards were affected by the larger than usual proportion of pupils who find learning more difficult, and from their starting points pupils made good progress. Standards are average by Year 6. Preliminary national test results for pupils in Year 6 in 2008 confirm that standards rose significantly in 2008 to become broadly average in mathematics and above average in English and science. Pupils made particularly good progress in English. Science too improved considerably from a position of relative weakness in the previous year. This is because the school has successfully focused on shortcomings in the curriculum. Most groups of pupils now make good progress towards realistic, challenging targets. Pupils who find learning more difficult and need additional support make good progress from their low starting points.

## Personal development and well-being

### Grade: 2

The pupils are friendly to visitors; they are also polite and display good attitudes to learning. Relationships between all members of the school community are good, resulting in pupils' good behaviour in lessons and on the playground. Pupils have a good understanding about how to keep safe and know how to lead a healthy lifestyle. They enjoy working constructively together and many participate in a variety of physical activities both during and after school. A large number of pupils take advantage of the school's nutritious cooked meals whereas some packed lunches contain salty and sugary snacks. Due to the schools' diligent monitoring and swift action, attendance is close to the national average. Pupils' spiritual, moral, social and cultural development is good overall although their spiritual understanding is satisfactory. Pupils' have a good grasp of their own cultural awareness, however their understanding of cultural diversity is not fully developing. The school enables the pupils to make a positive contribution in the community through charitable giving and through responsibilities within the school community. Pupils are prepared well for their future well being through the development of the essential skills of ICT, numeracy and literacy.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good overall although there is variation in quality across subjects and classes. Relationships are consistently good; pupils enjoy their learning and most respond well to their teacher. In the most effective lessons, teachers use discussion, questioning and methods that engage pupils' interest well, extending their learning and encouraging them to develop language skills. Here, teachers' expectations are high with the work that is well matched to pupils' capabilities. Teachers explain carefully what pupils need to do to achieve the lessons' objectives,

and this has a positive impact on learning. Although the quality of planning across the school is generally appropriate, it is not always sufficiently precise to take full account of the full range of ability. Recent strategies to involve the pupils in understanding what they have to achieve in lessons is developing. There are some good examples of teachers marking to the learning intentions. This is well developed in some subjects, especially English, although not as effective in others. The school has developed robust systems to assess and track pupils' progress, providing useful information for teachers.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum is good. Appropriate emphasis is placed on English and mathematics and there is a wide range of programmes to support those pupils who need additional help. There are particular strengths in the provision for ICT and art where a clear and detailed structure ensures that skills, knowledge and understanding are developed progressively. This has had an impact on raising standards in these subjects. Curriculum planning has recently improved to ensure appropriate links are made between subjects. The school offers an excellent range of out-of-class activities including music, drama, photography, French and a wide range of sports clubs. The wide range of visits, including a residential visit for Year 5 and visitors to school such as representatives from the local churches make a strong contribution to pupils' learning and enjoyment. Enjoyment of learning is enhanced through participation in special themed events with local schools, such as the joint science fair and expressive arts weeks. Pupils also have good opportunities to learn to play orchestral instruments and to learn French. There is a strong emphasis on promoting personal and social development so that pupils have a good understanding of keeping healthy and citizenship. The school identifies pupils with special gifts and talents and provides additional opportunities for these to develop.

## **Care, guidance and support**

### **Grade: 2**

Pupils are supported, guided and cared for well. Recent improvements to academic guidance with the increased use of assessment strategies are having a beneficial effect on standards. Pupils are cared for and enjoy a safe environment. Child protection procedures and arrangements for the safeguarding of pupils both in school and during off-site visits are effective in meeting the required standards. Links with external agencies are very good enabling pupils to obtain the specialist support that they require. Pupils with learning and disability needs receive an appropriate level of day to day support as a result of the rigorous assessment procedures in place. In addition to this, teaching assistants have a good understanding of pupils' learning and personal requirements. Parents are appreciative of the high level of support that they and their children receive from all staff, from the head teacher to the efficient administration team. Teachers know the pupils that they teach very well and their queries and concerns are taken seriously. Some pupils have a good understanding of how they can make improvements to their work by contributing to their own targets but this is not consistent in all subjects or year groups. The staff's ability to integrate and support new pupils into school is very good and appreciated by parents.

## Leadership and management

### Grade: 2

The headteacher and chair of governors share a clear vision and a real passion for improvement. They are well supported by staff and governors, who share their commitment for the school and work successfully towards delivering the improvements needed. Performance management structures ensure that all staff have a clear understanding of their accountability for pupils' progress. Senior leaders ensure that action taken is fine-tuned to meet the school's needs. Self-evaluation is largely accurate and informed by all members of the school community. Senior leaders are developing support from subject coordinators, but these are not fully empowered to take full responsibility for monitoring learning.

The school's contribution to community cohesion is satisfactory. There are positive features, such as links with the local community, developing links with a school in Spain and the celebrating various festivals including Chinese New Year.

Governance is outstanding. The governing body are very well informed through their extensive involvement with the school, and through the input of teachers and the headteacher. The school shows a good capacity to improve

**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](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Annex B

### **Text from letter to pupils explaining the findings of the inspection**

26 September 2008

Dear Pupils

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

Thank you for making me so welcome, talking to me and helping me during the school's inspection. It was enjoyable coming to meet you and finding out all about your school. You will be pleased to know that the school is doing a good job - well done!

Here are some of the most important parts of the inspection report that I thought you might like to know about:

- You work hard and your achievement as you move through the school is good. Your personal development is good.
- You clearly enjoy your time in school and I was impressed by your good behaviour.
- Your teachers help to make learning interesting and enjoyable.
- You told me that your teachers and teaching assistants are doing a great job and learning is lots of fun - I agree with you.
- Your headteacher and governors do an effective job of helping everyone work together to make the school as good as it is.

To improve further the teachers should work together and share ideas to make lessons even better. I have also asked teachers in charge of subjects to check more closely how well you are doing in your lessons. You can help by continuing to work hard and doing your very best.

Thank you again for being so helpful and friendly when I came to see you.

Ian Jones

Lead inspector