

Inspection of Carr Hill Primary and Nursery School

Tiln Lane, Retford, Nottinghamshire DN22 6SW

Inspection dates: 26 and 27 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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What is it like to attend this school?

Pupils are proud to attend this school. They say that 'staff go above and beyond to help you learn and to be happy'. Staff expect all pupils to do well.

The school's rule of RESPECT is understood by all. Pupils know that it is important to respect themselves, others and all people in the school community. This is reflected in the annual class charters that pupils devise and agree to. As one pupil said: 'This helps you to be the best that you can be and to be a good learner.'

Pupils behave well. They are polite and courteous to each other, staff and visitors. They know what bullying is and the different forms that it can take. Bullying is rare, but pupils and staff know what to do should it occur.

Pupils value the rewards that they can earn. They are proud to receive superstar certificates or to be listed in the 'hall of fame'. The 'Hot Chocolate Friday' award is highly sought after.

Pupils are inclusive. They are determined that everyone should be treated fairly. The pupil-led 'No Outsiders' group promotes equality. The school is welcoming and inclusive.

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

Across the majority of subjects, the school's curriculum is well planned and sequenced. It is ambitious. It sets out what pupils will learn at each stage of their education. It builds incrementally over time. Parts of the curriculum are reviewed periodically to help pupils revisit what they have learned to strengthen their recall. However, in a small number of subjects, the curriculum does not make clear the most important content that pupils are expected to know and remember.

The phonics curriculum programme sets out the sounds that pupils will learn week by week. It is well sequenced. Phonics lessons are lively and engaging. Pupils remember the sounds that they have learned. They use these to help them read new, more complex words. Teachers regularly check to make sure that pupils are keeping up with the programme. Those who begin to fall behind get extra help to help them to catch up.

Beyond phonics, pupils develop a love of reading. Pupils read often and widely. They enjoy learning about different 'authors of the moment'. Pupils make good use of the library and the school's 'book swap shop'. However, the reading curriculum beyond phonics is not fully sequenced. It does not make clear what pupils should know and be able to do at each point during the school year. Leaders are in the process of reordering content to ensure that it is taught in an appropriate sequence.

The early years curriculum is well planned and sequenced across each of the areas of learning. It is taught well. Teachers use children's interests to help deliver the curriculum. Staff are skilled at helping children to develop communication and language skills. However, senior leaders have not checked closely enough how effectively the curriculum is being implemented in the early years. As a result, senior leaders do not have a well-rounded understanding of how well children in the early years are getting on.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator (SENCo) ensures that pupils with SEND are quickly identified. These pupils receive well-tailored support.

Pupils' personal development is supported by a well-planned and sequenced curriculum. Older pupils enjoy making a positive contribution to the daily running of the school. They are proud to be part of the office, library, grounds maintenance and green teams. They also enjoy taking care of Nancy, who is the school dog. Pupils enjoy the wide and increasing range of extra-curricular activities that are available.

Senior leaders are determined that pupils receive a good quality of education. They have worked tirelessly to bring this about. They have built a staff team who share their vision for pupils to 'Enjoy, Aspire and Flourish'. Staff say that they get the support they need to carry out their duties. Senior leaders check on how well the school's curriculum is being taught and remembered by pupils in key stages 1 and 2.

Governors understand their roles and responsibilities. They are quick to recognise where improvements are needed. They provide effective challenge and support to ensure that improvements are secured in a timely manner.

The local authority has provided a good level of support. This has helped to strengthen the curriculum and leadership.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is the highest priority at the school. Staff receive regular training and updates. Safeguarding matters are communicated effectively. Records are detailed and fit for purpose. No detail is missed.

Pupils know how to stay safe online and in the community. They know that they can use the class worry boxes as a means of getting help. Older pupils have an age-appropriate understanding of the risks presented by knife crime.

Leaders ensure that pupils get the help that they need. The school's parent link teacher and school counsellor provide a wide range of help and support for pupils and their families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The reading curriculum beyond phonics is not as well sequenced as it could be. This means that leaders cannot be sure that content is being taught in the best order. Leaders should ensure that the reading curriculum sets out what pupils should be taught at each stage of their education.
- In a small number of subjects, the curriculum does not make clear the most important things that pupils need to know and remember. This means that leaders are unable to check on how effectively pupils learn and remember the most important content. Leaders should ensure that the curriculum, across all subjects, sets out the most important content that pupils should know and remember at each stage of their education. This will support pupils in being able to know what is intended by the time they leave the school.
- Senior leaders have not checked on how effectively the early years curriculum is implemented. As a result, they do not have a well-rounded understanding of how children in the early years are developing against the areas of learning. Senior leaders should routinely check on how effectively the early years curriculum is being implemented to assure themselves that children are on track to be well-prepared for their entry into Year 1.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122732
Local authority	Nottinghamshire County Council
Inspection number	10212264
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair of governing body	Barry Upton
Headteacher	Sally Alford
Website	www.carrhill.notts.sch.uk
Date of previous inspection	6 May 2021, under section 8 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.
- The school uses no alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher, curriculum leaders, the early years leaders and the SENCo.
- Inspectors carried out deep dives in five subjects: reading, mathematics, history, art and religious education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and

pupils. Inspectors also looked at curriculum documentation for physical education and PSHE.

- The lead inspector met with four representatives of the governing body, including the chair and vice-chair. He had a telephone discussion with a representative of the local authority.
- Inspectors took account of the 31 responses to the Ofsted Parent View survey and 21 written comments from parents. Inspectors spoke informally to parents outside the school. They also considered the 32 responses to Ofsted's survey for staff. Inspectors considered the views collected by the school.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, behaviour and attendance. They visited breakfast club.

Inspection team

Vic Wilkinson, lead inspector	Her Majesty's Inspector
Mark Westmoreland	Ofsted Inspector
Rebecca Jackson	Ofsted Inspector
Roary Pownall	Her Majesty's Inspector

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