

# Carrington Primary and Nursery School

Inspection report

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<b>Unique reference number</b>	122414
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	380465
<b>Inspection dates</b>	21–22 March 2012
<b>Lead inspector</b>	Peter Kerr

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

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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 of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Fred Paterson
<b>Headteacher</b>	Christine Skeats
<b>Date of previous school inspection</b>	22 May 2007
<b>School address</b>	Jenner Street Carrington Nottingham NG5 1AB
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<b>Age group</b>	3–11
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<b>Inspection number</b>	380465



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## Introduction

Inspection team

Peter Kerr

Additional inspector

Debbie Vials

Additional inspector

This inspection was carried out with two days' notice. Inspectors spent six hours in classrooms, observed eight teachers and saw 12 full or part lessons. Meetings were held with members of staff, groups of pupils and the Chair of the Governing Body. Inspectors took into account the responses to the on-line questionnaire (Parent View) in planning the inspection. They looked at teachers' planning, data on pupils' progress and samples of pupils' work across the curriculum, focusing on their application of English and mathematics skills. They also considered the views expressed in questionnaire returns from pupils, staff and 87 parents and carers.

## Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is higher than typically found. An above average proportion of about one in two pupils belong to minority ethnic groups, the largest single group of which is pupils of Pakistani heritage. There are also a significant number of pupils of mixed White and Black Caribbean heritage. The proportion of disabled pupils and those who have special educational needs is above average. The majority of these pupils have specific learning disabilities, moderate learning difficulties or behavioural, emotional and social needs. There are also a small number of looked after children on roll. The school meets the current government floor standard.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is not good because the quality of teaching is inconsistent and more-able pupils do not always achieve as well as they should.
- Attainment is broadly average at the end of Year 2 and Year 6. Pupils make satisfactory progress overall and good progress in upper Key Stage 2. Standards are higher in reading than in writing but the gap is narrowing. Pupils use literacy skills well across the curriculum but have fewer opportunities to apply mathematical skills.
- Teaching is satisfactory overall and good in upper Key Stage 2 where expectations are high and questioning incisive. These strengths are evident in some other classes but are not embedded across the school.
- Pupils say they like school and feel safe and well-cared for. A minority of pupils and parents and carers say that behaviour sometimes disrupts learning. Inspectors found that behaviour is satisfactory but low-level restlessness occasionally slows down pupils' learning in lessons. Incidents of unacceptable behaviour occur but are decreasing as pupils respond to clear guidelines. A minority of parents and carers say that bullying is not dealt with effectively. Inspection evidence does not support this view. Pupils understand what constitutes bullying. They say that it occurs occasionally but is quickly dealt with.
- Performance management is effective. Teachers are held to account for pupils' progress and the headteacher has dealt decisively with any teaching deemed inadequate. Unpredictable staff absences have had a negative impact on progress and behaviour in some classes but have been sufficiently well managed to maintain overall momentum. Wise deployment of staff has contributed to narrowing the gap in achievement between reading and writing. The curriculum promotes the pupils' spiritual, and cultural development well, through celebrating the wide diversity of cultures and religions represented in

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the school.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise achievement by:
  - providing more consistent challenge for more-able pupils across the school so that they achieve the higher levels they are capable of in each year group
  - bringing the level of challenge and support for pupils to improve their mathematical skills, including through marking, up to that provided for writing
  - providing more structured opportunities for pupils to use their mathematical skills across the curriculum.
  
- Improve the quality of teaching to consistently good by:
  - ensuring that a range of strategies is used in all classes to engage pupils of all abilities fully in activities that interest and challenge them
  - ensuring that teachers' questioning during lessons probes pupils' understanding and challenges them to think hard
  - making optimum use of teaching assistants' time and skills during lessons
  - spreading the good practice evident in the best lessons across the school.
  
- Reduce the impact of distracting behaviour by some pupils in lessons by:
  - ensuring that minimum expectations for good learning behaviour are consistently set and met throughout the school
  - using a wider variety of teaching strategies to cater for different learning styles.

## Main report

### Achievement of pupils

The great majority of parents and carers say that their children make good progress. The inspection found that progress is satisfactory. Attainment on entry to the school is at expected levels and standards are broadly average at the end of Key Stage 1 and Key Stage 2.

Standards in reading are above average at Year 2 and Year 6 because of the higher than average proportion of pupils achieving the higher levels. Significantly fewer pupils had been achieving comparable high levels in writing, indicating slower progress for more-able pupils. The school identified this as a priority and current samples of writing show that this gap is narrowing, with a greatly increased proportion of pupils now on course to achieve the higher levels in 2012. High quality

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samples of writing were seen in both key stages, both in pupils' writing books and in their work across the curriculum. Pupils' work in mathematics shows that in some year groups, more-able pupils are also being challenged appropriately, but there are fewer examples of them applying their mathematical skills in other subjects.

Progress is satisfactory in the Early Years Foundation Stage, with examples of good learning in both classes. In the Nursery class, children learn through purposeful play because activities are thoughtfully planned to elicit specific communication, literacy and mathematics skills and adults interact with children to support their development. Children continue to make expected progress in Reception because the staff work well as a team. For example, children learned well in a taught mathematics session because adults asked probing questions that encouraged them to use correct mathematical vocabulary. Attainment is broadly average by the end of Reception.

Key Stage 1 pupils learned well in mathematics lessons in the use of directional language. They enjoyed pretending to be a robot programmed by their friends in the playground and responded with great effort and good results to the teacher's challenge to program more complicated routes. This rapid and creative practical learning contrasted to more pedestrian learning in lessons where pupils sat for too long listening to the teacher explaining things rather than engaging in practical work and discussion.

The most rapid learning occurs in upper Key Stage 2. Pupils respond very positively to the probing questions asked by staff and to the high expectations set for good learning behaviour. Independent collaborative working typifies much of the successful learning, with adults interacting purposefully to assess pupils' understanding and add challenge where possible. The pupils know what to do to improve their work and are keen to succeed.

Pupils of mixed white and Afro-Caribbean heritage make slower progress than other ethnic groups. All other minority ethnic groups, including those of Pakistani heritage, make broadly similar progress. Other groups the school has identified as most at risk of under-achievement include pupils known to be eligible for free school meals, looked after children and pupils with behavioural, emotional and social difficulties. Attainment is low for some pupils falling into more than one of the at-risk categories, but progress is beginning to accelerate in response to individually tailored programs of support. For example, some pupils learned to manage their own behaviour sufficiently well to participate very successfully in a collaborative story-writing project. Pupils with specific learning disabilities or moderate learning difficulties make similar progress to their peers. In 2011, all disabled pupils and those who have special educational needs achieved at least as well as similar pupils nationally.

### **Quality of teaching**

The great majority of questionnaire returns from parents and carers and pupils expressed the view that teaching is good. In discussions, pupils said they enjoyed

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school because lessons are interesting. The inspection found teaching to be satisfactory, with some good teaching. All the teaching seen during the inspection was at least satisfactory and none was inadequate. In the most successful lessons, expectations for good behaviour are consistently high, introductions are brief and a large proportion of time devoted to supporting the pupils as they work. Teaching assistants are used to optimum effect by having delegated tasks relating to individuals or groups so that all the adults continuously support learning. These strategies are consistently used to very good effect in Years 5 and 6, which is why pupils make up for previous gaps in their learning and are on course to achieve well, but they are not consistently applied elsewhere.

Where teaching was satisfactory rather than good it was usually because introductions were too long and questioning too general, and the teaching assistants' time and skills were not fully utilised. On occasions this contributes to restless behaviour which diverts staff attention from supporting learning. Sometimes good questioning leads to pupils suggesting ideas that could be explored further, but these are not often enough used to improve motivation and develop independent learning.

Teachers ensure that the curriculum includes a range of activities to appeal to all groups of pupils and let them help to select some topics. The diverse intake is reflected in curriculum planning, for example in the choice of visitors to demonstrate African and Indian music and dance. This supports the pupils' spiritual and cultural development by helping them to appreciate different perspectives on life. The pupils' writing books show that in all classes, teachers encourage pupils to write well and to develop their writing in different subjects across the curriculum. Marking is often good, especially in upper Key Stage 2, because it identifies how to reach the next level. Marking is not as effective in mathematics as in writing and there are fewer planned opportunities for pupils to use and improve their mathematical skills across the curriculum.

Provision is satisfactory in the Early Years Foundation Stage. Some good teaching enables children to learn independently because the play activities available for them to choose from are purposefully planned to develop specific skills. Children learn less effectively through outdoor play because staffing and accommodation constraints limit the extent to which children can freely choose to use the outdoor area.

### **Behaviour and safety of pupils**

A minority of parents and carers expressed concerns about behaviour and bullying. Inspectors therefore explored this issue. In conversation, pupils said silly behaviour occasionally took up teachers' time but did not stop them learning on a regular basis. They said that bullying was usually in the form of name-calling and occasionally physically hurting other pupils. They were happy with the way the school dealt with it, including how parents and carers were involved. They understand what cyber bullying is and are fully aware of how to handle the risks associated with social network sites. They feel safe in school and know what to do if they feel threatened in any way. Relationships between all the diverse groups within the school are good

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and racist incidents are very rare. Attendance is broadly average. Persistent absences were above average but have reduced following concerted action.

The behaviour observed during the inspection was often good, though typically it is satisfactory overall. Pupils are polite and friendly to adults and enjoy good relationships with each other. Behaviour in lessons was at its best when there were opportunities for collaboration and independent learning, with staff available to interact and support as required. Behaviour became more distracting and difficult to manage when whole class discussions went on too long and some pupils found it too difficult to comply with the rules governing their conduct in these situations. Good examples were seen of individually tailored programs of support helping pupils with behavioural, emotional and social difficulties to manage their own behaviour. The pupils knew the purpose of the sanctions and rewards and tried their hardest to improve.

### **Leadership and management**

The headteacher sets clear educational direction for the school and has the full support of all her staff. The school has a strong commitment to equality of opportunity and elimination of discrimination. Individuals and groups making less than expected progress are identified and remedial action taken, including modification of the curriculum if deemed necessary.

Robust performance management has led to changes in personnel and staff deployment. Steadily improving progress and the narrowing of the gap between writing and reading are positive consequences of this because of the effect of strategically placed strong teaching in upper Key Stage 2. The spreading of good practice across the school to achieve consistently good progress has yet to be achieved. Partnership work has contributed to pupils' enthusiasm for writing through practical projects. The development plan includes an appropriate focus on the need to develop mathematical skills in a similar way. The strongly improving progress and rising attainment in upper Key Stage 2 and the significant gains already achieved in writing show that the school has the capacity to continue improving.

The curriculum provides a wide variety of experiences that promote the pupils' spiritual, moral, social and cultural development and prepare them for the transition to secondary school. The school's diverse intake is strongly reflected in curriculum planning. A visit to the local gurdwara occurred during the inspection, for example. Pupils were encouraged to think of questions in advance of the visit and their responses showed a good level of curiosity and sensitivity.

The governing body fully supports the headteacher and has a good grasp of the school's strengths and remaining weaknesses. Arrangements for safeguarding meet 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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](http://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.
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.**



23 March 2012

Dear Pupils

**Inspection of Carrington Primary and Nursery School, Nottingham, NG5 1AB**

Thank you for welcoming us into your school. We enjoyed talking with you. Yours is a satisfactory school. You make good progress in the upper juniors so that you reach average standards. This means that your achievements are satisfactory. To get good achievement, progress needs to be good in every year group and more of you need to reach higher levels. You read well and now your writing is catching up. You use your literacy skills well in other subjects but you do not use your mathematical skills enough.

When you have interesting things to do like making up stories, you learn well. When you listen to teachers for too long some of you begin fidgeting and calling out and this occasionally distracts others. You all feel safe in school and know that if you have any problems the headteacher or another member of staff will help you. Your teachers help you to appreciate that everyone is equal and that you all have good points. They also help you to learn about each other's religions and customs. Here are some of the things we have asked your teachers to do to improve the school:

- challenge more of you to reach higher levels in each class
- help you to use your mathematics skills more in other subjects
- make sure that all of you behave well in lessons so that you are not distracted.

You can contribute by continuing to work hard and behaving as well as you can.

Yours sincerely

Peter Kerr  
Lead inspector

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