

# Carrington Primary and Nursery School

Jenner Street, Carrington, Nottingham, NG5 1AB

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress. From very varied starting points they reach standards by the end of Year 6 which are in line with the national average in reading, writing and mathematics.
- Teachers plan interesting activities which engage both boys and girls. They make sure that tasks are well matched to pupils' capabilities.
- Pupils behave well. They have a good attitude in lessons and around the school. From the Early Years Foundation Stage they learn the school's routines and expectations.
- Leaders keep a close watch on the quality of teaching and pupils' achievement. They have made significant improvements to both since the previous inspection.
- The school promotes pupils' spiritual, moral, social and cultural development well. The school is a harmonious multi-cultural community.
- The governing body is well organised and well informed and supports the school effectively.

### It is not yet an outstanding school because

- Pupils' achievement is not outstanding. Not enough pupils reach above-average standards by the end of Year 6.
- Not enough teaching is outstanding and, in a very small minority of lessons, it requires improvement.
- Pupils do not learn as quickly or thoroughly in some classes as they do in others.
- Pupils do not always read and respond to the advice given by teachers when marking their work.

## Information about this inspection

- Inspectors observed teaching in all classes. They observed 17 lessons, some of them jointly with the headteacher, and made brief visits to several more. They examined the work in pupils' books and listened to a sample of pupils read.
- Inspectors held discussions with pupils, parents and carers, staff, governors, and an officer representing the local authority.
- Inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 55 parents and carers had posted responses to the online questionnaire, and analysed 11 questionnaires completed by staff.

## Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Sarah Ginzler-Maher

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- Approximately half the pupils are White British and half are from other ethnic groups. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils for whom the school receives the pupil premium is average. This is additional government funding which in this school applies to pupils known to be eligible for free school meals or who are in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is currently well above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- Children in the Nursery attend part-time, either mornings or afternoons.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

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

- Accelerate progress by raising the level of challenge offered to pupils in all years so that more pupils reach National Curriculum Levels 5 and 6 by the end of Year 6 in reading, writing and mathematics.
- Make all teaching at least good and more of it outstanding, by making sure that:
  - learning is consistently as rapid and thorough in all classes as it currently is in the best
  - pupils in all classes are given time to read and act upon the advice they receive when teachers mark their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress as they move up the school. Their starting points, when they join the Early Years Foundation Stage, are very varied. Some, particularly those who speak little or no English, have literacy and communication skills which are well below those expected for their age. By the end of Year 6, standards are average in reading, writing and mathematics.
- In the past, there have been differences in the achievement rates of boys and girls but the school has done much to eliminate these. Inspectors looked closely at the progress made by the gender groups in all years but found no significant differences. Boys and girls make equally good progress.
- Disabled pupils, those who have special educational needs and the above-average proportion of pupils who speak English as an additional language make progress in line with other pupils. They benefit from particularly good support from teaching assistants. The most-able pupils also make good progress.
- Pupils eligible for the pupil premium also achieve well from their varied starting points. In 2013 at the end of Year 6, this group were roughly one term ahead of other pupils in reading, almost two terms ahead in writing and half a term ahead in mathematics. This compares very favourably with the national picture.
- The results of the national check on phonics (the sounds letters make) for Year 1 in 2013 were average. The most-able pupils in Years 2 and 6 read fluently, with very good expression, showing skills above those expected for their age. Less-able pupils read more hesitantly but they could show inspectors clearly how they use the techniques they have been taught when they meet an unfamiliar word. Pupils enjoy reading and read frequently. 'I love books. You can get lost in them,' said one.
- Achievement is good in writing because pupils are given many opportunities to practise the skills of writing lengthy pieces across a range of subjects, not just in English lessons. Pupils practise writing in different styles and for different purposes.
- Achievement in mathematics is good because teachers relate this subject to the real world and give pupils many opportunities for 'hands-on' and group work. In a lesson in Key Stage 2, for example, pupils explored the properties of a circle through a series of practical activities. Learning was rapid and thorough because the teacher and teaching assistant constantly posed questions which caused pupils, including the most-able, to think deeply about their work.
- Children make good progress in the Early Years Foundation Stage. They settle in quickly and respond well to the varied opportunities which the school provides. Through the Nursery and Reception years, their language and numeracy skills develop well.
- Achievement is not outstanding because the level of challenge in most lessons is not high enough for pupils to make outstanding progress. As a result, not enough pupils reach above-average standards (National Curriculum Levels 5 or 6) in reading, writing and mathematics by the end of Year 6.

**The quality of teaching is good**

- The quality of teaching seen in most lessons was good. Pupils' work shows that the quality of teaching over time is also good. Teachers have good subject knowledge. In most lessons, teachers give clear explanations and provide lots of practical activities for pupils so that pupils are actively involved and do not become bored. Teachers make good use of computer technology and visual aids so that pupils learn well. Teachers carefully question pupils to check their understanding.
- Teachers plan carefully to make sure that topics engage and inspire all groups of pupils. In one English lesson in Year 6, for example, pupils were deeply engrossed as they handled a copy of the actual telegram sent to a young World War I soldier's family announcing his death. They were preparing to write a diary entry from the perspective of the soldier's brother. Their imagination was captivated and they produced some extremely thoughtful responses. Their learning was rapid and thorough.
- Teaching assistants provide high-quality support for disabled pupils, those who have special educational needs and those who speak English as an additional language. They work one to one or in small groups with pupils in class or close by. When teachers are addressing the whole class, teaching assistants do not simply sit and wait, but they actively seek out opportunities to help any pupil who needs it. They make sure that all pupils learn well.
- Teaching is good in the Early Years Foundation Stage. There is a good balance of activities led by adults and activities chosen by the children themselves both indoors and out. Teachers and other adults take every opportunity to develop children's observational and language skills.
- In the very small minority of lessons where teaching is not good, the pace of learning is not rapid. In one lesson, for example, this was because the teacher tried to move on too quickly without making sure that all pupils were keeping up. In another lesson, it was because the teacher's instructions were not entirely clear and time had to be spent clarifying what pupils needed to do.
- Teachers mark pupils' work conscientiously, giving praise and encouragement where due. They also give advice as to what pupils need to do next to improve, and pupils say they find this very helpful. In some cases, though, pupils told inspectors that they did not always read the teacher's comments or act upon the advice they were given.

**The behaviour and safety of pupils are good**

- The school is a calm and orderly place where teachers can teach, and pupils can learn without hindrance. From the Early Years Foundation Stage onwards pupils understand the expectations and routines. Both boys and girls are proud to belong to their school and show enthusiasm for learning. Attendance is above average.
- Pupils and their parents and carers say that pupils are safe in school. They say that bullying is rare and express confidence in teachers to deal with it if it should occur. Pupils have a good understanding of the different forms bullying can take, including cyber-bullying, and how to avoid it.
- Pupils are keen to take on responsibilities in school. They serve, for example, as librarians, buddies, sports leaders or on the school council. They respond well to opportunities to raise money for people less fortunate than themselves, sometimes doing this on their own initiative.

- The needs of a small minority of pupils with significant behavioural problems are managed well by the school. Staff have been given appropriate training in behaviour management to ensure that pupils' education is not disrupted by poor behaviour.
- The school gives good support to pupils whose circumstances may make them vulnerable. Inspectors saw telling evidence of how such support has enabled pupils, who might otherwise 'slip the net', to attend regularly, behave well and make progress in line with that of other pupils.
- Pupils' spiritual, moral, social and cultural development is good. The school is a vibrant multi-cultural community where pupils from many different backgrounds work and play together harmoniously. Pupils respond well to opportunities to reflect on moral issues. They respond imaginatively to art and music.

### **The leadership and management are good**

- Leaders and managers have high ambitions and share these effectively with all staff. The school has improved rapidly as a result of concerted actions since the previous inspection. For example, teaching, aspects of mathematics and behaviour have improved; the gap in achievement between boys and girls has closed, and teaching assistants are now used well.
- The quality of teaching is monitored closely by the headteacher and subject leaders. All staff have targets for further improvement. The school makes provision for less-experienced staff to learn formally from more-experienced colleagues. Teachers value the ongoing training they receive, much of it provided by the local authority.
- The local authority also enables teachers to compare the standards they apply when they mark pupils' work with the standards applied nationally. This means that parents can be confident that the information they receive about their children's standards is accurate.
- Pupils learn a broad and balanced range of subjects. A full range of speakers, visits and special events bring learning to life for pupils. During the inspection, the visit of astronomers from Nottingham University with their 'Inflativerse' caused much excitement.
- The well-attended extra-curricular activities include a breakfast club, sport and music, as well as gardening and martial arts. All pupils have several opportunities to go on a residential visit. The school is using the new government sport funding to extend the range of sports on offer to pupils and to provide the necessary staff training. There are also stringent plans to monitor the impact of this.
- The school is held in high regard by parents and carers. There are good communications between home and school. Some parents support the school as volunteers. Attendance at information-giving as well as social events is good.
- Leaders and managers make sure that there is no discrimination of any kind and that every pupil, regardless of background or need, has access to everything the school offers. Procedures for safeguarding and child protection meet requirements.
- **The governance of the school:**
  - The governing body is well organised and well informed. Governors appreciate the training and support they have received from the local authority. Governors know the school's strengths and areas for improvement. They know how its performance compares with that of

schools nationally. They understand how teachers' performance is monitored and how their pay progression is linked to the impact on pupils' achievement. Governors gave inspectors telling examples of how they have challenged the headteacher and helped shape the school's direction in order to secure the best for pupils. They understand how the pupil premium funding is being used and the impact this is having. They make sure that the school fulfils all its statutory duties and that all children are kept safe.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	122414
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	428843

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

<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>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hamish Elliott
<b>Headteacher</b>	Chris Skeats
<b>Date of previous school inspection</b>	21 March 2012
<b>Telephone number</b>	0115 915 6825
<b>Fax number</b>	0115 915 6824
<b>Email address</b>	admin@carrington.nottingham.sch.uk

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