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19 March 2021

Sally Alford  
Headteacher  
Carr Hill Primary and Nursery School  
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Retford  
Nottinghamshire  
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Dear Mrs Alford

### **Additional, remote monitoring inspection of Carr Hill Primary and Nursery School**

Following my remote inspection with Stephanie Innes-Taylor, Her Majesty's Inspector (HMI), of your school on 4 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in June 2018.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- strengthen the role of curriculum leaders, ensuring that they have a secure overview of their subjects from the early years to Year 6
- implement the school's revised curriculum and monitor its impact on pupils' learning and progress.

### **Context**

- Since the last inspection, there have been some changes in staffing. A school business manager was appointed in January 2019 and the special educational needs coordinator was appointed in April 2020. Two new members have joined the governing body.
- Across the autumn term 2020, approximately one third of pupils had to be educated remotely, from the Year 5, Year 6 and mixed Year 1/2 'bubbles'. A small number of individual pupils across the school also had to isolate during that period.
- Currently, approximately one third of pupils are being educated on site. This includes all pupils with special educational needs and/or disabilities (SEND) and the majority of vulnerable pupils.

### **Main findings**

- Leaders have ensured that remote education is tailored to meet the needs of families. Staff record lessons so that pupils can access and re-visit the activities online, as required. Leaders keep a close check on how well pupils participate in the remote education. Staff provide extra resources such as laptops or paper packs when needed. Places in school are offered to any pupils who would benefit from being on site.
- Vulnerable pupils and others who are being educated on site follow their normal timetables. Leaders and staff ensure that the remote education for those studying at home closely matches the curriculum provided on site. Staff have adapted or deferred practical aspects of subjects such as in science.
- Since the last inspection, leaders have revised the curriculum in all subjects. Curriculum plans now set out precisely what pupils should know, and in what order, from Years 1 to 6. It is less clear how curriculum leaders have planned for teachers to build on what pupils have learned in the early years foundation stage. The impact of COVID-19 has delayed the implementation of the school's revised curriculum.
- Over the past year, leaders have rewritten the reading curriculum. A new phonics scheme was introduced in January 2020, with training for all staff. Pupils on site and at home receive daily phonics teaching. Staff in the early

years have produced training videos for parents of home learners. All pupils have access to books that are well matched to their phonics knowledge. When an inspector observed pupils reading, it was clear that pupils are confident to apply their phonics knowledge when reading unfamiliar words.

- Leaders and staff recognise that some pupils with SEND need teaching that is designed to meet their needs, whether they are on site or learning at home. Adapted resources are delivered to the homes of those who need them. Specialist external services for pupils with SEND have continued to operate.
- Governors have continued to meet regularly during the past year. They question leaders to assure themselves that pupils are safe, especially pupils with SEND and those who are vulnerable. Governors have maintained an overview of the work to revise the curriculum. They keep in close contact with leaders and take a strong interest in staff workload and well-being.
- The local authority has provided effective, ongoing support for the school. This has had a positive impact on the school's work to improve its curriculum. The local authority provided initial training for curriculum leaders and they have begun to develop confidence in their roles. Leaders plan to build on this training, to strengthen subject leadership across the school.

## **Evidence**

This inspection was conducted remotely. We spoke to you, the deputy and assistant headteachers, curriculum leaders for reading, science and history, three governors and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also observed pupils in school reading to a member of staff. We reviewed examples of recorded lessons and curriculum plans. We looked at responses to Ofsted's online questionnaire, Parent View, including 27 free-text responses, and 32 staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Christine Watkins  
**Her Majesty's Inspector**