

Inspection of a good school: Carrington Primary and Nursery School

Jenner Street, Carrington, Jenner St, Nottingham, Nottinghamshire NG5 2BF

Inspection dates:

7 and 8 March 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Parents and carers hold the school in high regard. They value the friendliness of staff and the community focus. One comment from a parent, typical of many, is: 'They care about more than just academic success. They are so caring, so supportive and get to know the children well.'

Pupils' behaviour is good. Pupils say that bullying is rare. A pupil comment typical of many is, 'We don't bully at this school.' Pupils know what to do if they were to experience bullying.

Pupils know the importance of the 'Carrington Values'. They enjoy the 'star assemblies' to celebrate who has demonstrated the value of the week. 'Fine dining' recognises pupils who have been polite and shown good manners.

Pupils say that they feel safe at school. They know that they can talk to an adult if they feel worried.

Pupils are happy to come to school. They enjoy the opportunities to share their learning with one another in lessons. They listen respectfully. They help each other.

Although pupils enjoy their learning, leaders have not yet finalised the curriculum that pupils receive. Many subjects are not yet fully developed.

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

In geography, leaders have designed a curriculum that includes well-known people. The curriculum also refers to a range of cultures and interesting places in the locality. For example, in a lesson, pupils were using a map of the local area. They were using four-digit

grid references to locate known places. Effective teaching and an interesting task engaged and motivated the pupils. They were successful in completing the task.

However, in other subjects, there is still much to do. In many subjects, leaders have not identified the key knowledge and skills for each year group. Leaders have not considered how that knowledge will build over time. As a result, pupils are not knowing and remembering more in these subjects.

The school's programme for teaching early reading is new. Staff have begun to use the new resources to support pupils' learning. The sounds and letters pupils need to learn are identified and well sequenced. Pupils read from books that match the sounds they know. However, not all staff have received the required training. The teaching is inconsistent. As a result, some pupils lose focus in lessons. Some do not learn to read as quickly as they should.

Leaders have begun to carry out checks to see if pupils know more and remember more. They are still considering how they can use this information to support pupils' learning and development.

Leaders are eager to ensure that children get off to a good start in the early years foundation stage. In the setting, children are happy. They enjoy the activities on offer. They cooperate well, learning to share and take turns. Leaders have now begun to consider the important knowledge and skills that children need to develop in each area of learning. However, this is not yet fully in place. As a result, the early years curriculum does not enable children to build knowledge and skills as well as they should.

Pupils with special educational needs and/or disabilities (SEND) receive well-planned support. Leaders use external advice and assessments to help identify pupils' difficulties. Targets to help the pupils catch up are precise and linked to their needs. Timetables show exactly when the pupil should receive the extra support. Pupils with SEND achieve well.

The curriculum supports pupil's broader development well. Pupils know about lesbian, gay, bisexual and transgender rights. They know that some people use different pronouns. They know that values such as democracy vary in different parts of the world. Older pupils understand how their bodies will change during puberty. Pupils know about a range of different faiths. For example, pupils could confidently explain the five pillars of Islam.

Staff say that leaders are 'supportive and always there for you'. Teachers know that leaders try to keep their workload manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular, high-quality safeguarding training. Staff know the possible signs of abuse. They know to report any concerns immediately. The safeguarding leaders have good relationships with families. They advocate for them, to

ensure that they can access the support they need. External agencies are used effectively to ensure that families receive specialist help they need.

The school's record of pre-employment checks meets statutory requirements.

Pupils learn how to stay safe. For example, they know how to keep themselves safe online, when crossing roads or using a scooter.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have introduced a new systematic phonics programme. It is well sequenced and has a clear structure. However, not all staff have received training in the new approach. The implementation is inconsistent. Leaders should ensure that all staff consistently implement the school's programme for early reading, so that all pupils develop quickly as fluent, confident readers.
- Leaders have begun to consider the important knowledge and skills that pupils need to achieve as they progress through the school, including in the early years foundation stage. However, leaders have not ensured that this is consistent across all subjects. As a result, not all pupils are acquiring the knowledge and skills that they should. Leaders should ensure that the curriculum sets out precisely what pupils should know and be able to do, in all subjects from the early years to Year 6.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2013

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.

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	122414
Local authority	Nottingham
Inspection number	10254958
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	230
Appropriate authority	The governing body
Chair	Helen Masey-O'Neill
Headteacher	Christine Skeats
Website	www.carrington.nottingham.sch.uk/
Date of previous inspection	January 2018

Information about this school

- There have been several changes of staff since the previous inspection.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, curriculum leaders, members of the governing body and a representative of Nottingham Schools Trust.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector heard pupils read.
- The inspector reviewed curriculum documentation in other subjects.

- The inspector reviewed the responses received on Ofsted Parent View and considered the results of Ofsted's questionnaire for staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspector read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment and met with the safeguarding team. The inspector also spoke with staff and pupils.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

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