

Inspection of Carr Green Primary School

Carr Green Lane, Rastrick, Brighouse, West Yorkshire HD6 3LT

Inspection dates: 23 and 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils receive a warm welcome into Carr Green Primary School each morning. Staff know pupils well. Pupils feel safe and have a trusted adult who they can talk to. Pupils talk confidently about the school values of respect, responsibility and resilience. They are polite and courteous when talking to visitors about their school.

Since the last inspection, standards declined. The curriculum required significant improvement to ensure that it was meeting the needs of all learners. Leaders have halted this decline. They have made important and much-needed, positive improvements. The curriculum they have put in place is ambitious and well considered. There is now an expectation from leaders and staff that all pupils will achieve well.

The school has introduced a new behaviour policy recently. Pupils say that behaviour has improved. They understand the new behaviour systems. They now know what is expected of them. Bullying is rare. However, the behaviour of some older pupils during lessons and at unstructured times does not always live up to the high expectations of leaders. Leaders recognise that there is further work to do to ensure that behaviour across all year groups for all pupils continues to improve at all times of the school day.

Promoting pupils' personal development and well-being is a high priority at Carr Green. The school offers a strong personal development offer with an emphasis that everyone is unique. Pupils enjoy additional opportunities to take on leadership responsibilities across the school. The school council speaks proudly of the work that it does, leading on aspects of charity work and fundraising.

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

Children in the early years make a really strong start to their education. They settle quickly, enjoy their learning and form positive relationships with adults and each other. High expectations and routines are in place. Even the youngest children show an impressive level of independence. There is a strong focus on communication and language. Adults recognise that this is a priority. Children talk confidently to visitors. They share their ideas with each other and enjoy working on joint tasks. Children in the early years are prepared well for their learning in key stage 1.

Leaders give reading the highest priority. They have made significant changes to the reading curriculum. As a result, pupils learn to read well. Staff use their strong subject knowledge to ensure that pupils learn sounds systematically and securely. Regular checks made by staff ensure that any pupils at risk of falling behind are quickly identified. Pupils then receive the extra help that they need. The school ensures that the books that pupils read match the sounds they know to help improve their reading confidence. This sharp focus on reading continues into key stage 2, where staff develop pupils' more complex reading skills and fluency. Older pupils talk positively about being 'reading ambassadors' and 'reading role models' to

younger pupils in school. Staff share their love of reading with pupils through regular reading recommendation assemblies.

The school has established a well-sequenced curriculum that takes into account the mixed-age classes. It is relevant and ambitious. Pupils learn a broad and balanced range of subjects based on the national curriculum. In subjects such as history, the exact knowledge that pupils need to learn at each stage is carefully planned out. Regular checks made by teachers and leaders ensure that pupils are learning and remembering this knowledge. Pupils refer to the use of 'Throwback Thursdays' which they say helps them to remember key learning across different subject areas.

The school uses an effective approach to swiftly identify pupils who may need further support. Leaders have carefully considered how pupils with special educational needs and/or disabilities (SEND) can learn successfully alongside their peers. Leaders speak knowledgeably about how they adapt the curriculum, across different subjects, for pupils with SEND. As a result, pupils with specific needs are fully included in activities and classroom routines.

The school's mathematics curriculum is well designed and sequenced. However, the delivery of the mathematics curriculum is not fully consistent across all year groups. Pupils in some year groups do not learn as effectively in mathematics as they do in other curriculum subjects. Leaders are aware of further improvements and checks that need to be made to ensure that all pupils access the same ambitious mathematics curriculum.

Pupils enjoy a wide range of opportunities to become good citizens and engage with the wider world. The school ensures that pupils learn about, and learn from, important national and local events. Pupils have a strong understanding of fundamental British values. They understand the importance of including everyone at their school and know that differences are to be celebrated.

Pupils understand how to live healthily and keep themselves safe online. Younger pupils talk about road safety, water safety and the rules that they need to remember when using the internet. Older pupils have an age-appropriate understanding of healthy and unhealthy relationships.

The school's leadership team has a clear and ambitious vision. It has been systematic in its approach to implementing many improvements across the school. It recognises that there is further work to do. Governors are committed and involved with school improvement. They understand the particular challenges that leaders have faced and support them well. Staff are proud to work at Carr Green. They feel well supported by leaders. Collectively, leaders, staff and governors have high aspirations for all pupils who attend the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The delivery of the mathematics curriculum is inconsistent in some classes. As a result, in mathematics, some pupils do not learn as effectively as they do in other subjects. The school should ensure that all teachers are well supported to implement the intended mathematics curriculum consistently and effectively.
- A small group of pupils do not display positive behaviours on occasion during lessons and at unstructured times of the day. This results in some disruption to learning in some year groups and behaviour that does not consistently meet the high expectations of leaders. The school should ensure that its behaviour policy is consistently well embedded across school and that all pupils, in all year groups, understand how to conduct themselves throughout the school day.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107500
Local authority	Calderdale
Inspection number	10297213
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair of governing body	Katie Hargreaves
Headteacher	Emma Midgley
Website	www.carrgreenschool.org.uk
Dates of previous inspection	8 and 9 December 2011, under section 8 of the Education Act 2005

Information about this school

- On-site, before-school provision is managed by the school. On-site, after-school provision is managed by an external provider.
- The school uses no alternative provision.
- The headteacher took up their post in September 2021.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, the chair of governors, representatives from the governing body and a representative from

the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also observed pupils reading.
- Inspectors considered a range of documents, including the school's self-evaluation and improvement plans. Records of governors' meetings and other reports about the school were also scrutinised.
- Inspectors looked at records of attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them informally in a range of activities about behaviour, bullying and welfare.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- To evaluate the effectiveness of safeguarding an inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors talked to parents at the start of the day and considered the responses to Ofsted's online survey, Ofsted Parent View. They also reviewed the responses to staff surveys and gathered the views of staff and pupils through discussion.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

Mark Hassack

Ofsted Inspector

Katy Cox

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024