

Inspection of Carrington Junior School

4 Chapel Road, Flackwell Heath, High Wycombe, Buckinghamshire HP10 9AA

Inspection dates:	1 and 2 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Carrington Junior School is rightly proud of its welcoming and caring ethos. Staff do their utmost for all children to succeed. Pupils' academic achievement and well-being have equal priority. Since the last inspection, the school has strengthened the curriculum. This is helping pupils to reach higher expectations.

Pupils know the importance of meeting the high standards for behaviour that the school expects of them. Pupils recognise and respect that some of their classmates need different types of support to help them behave well. Unkind behaviour and bullying are rare. When they do happen, adults are quick to take action to make sure this behaviour is not repeated. Pupils are happy and feel safe.

Pupils enjoy taking part in a wide range of cultural experiences such as setting up a French market. They benefit from events such as singing in exciting concerts and representing their school in a wide range of sporting activities. They learn about the importance of sustainability. Pupils, including the school's eco-warriors, enjoy helping in their local community by picking up litter.

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

The school ensures that the conditions are just right for pupils to 'believe, achieve and succeed'. The school's curriculum is broad and ambitious. Across the subjects, there are well-structured subject curriculums that help pupils to learn and remember more over time. For example, in mathematics, pupils incrementally build on previous learning in a careful and considered way. However, in a small number of subjects, the important knowledge that pupils need to retain from year to year has not been identified precisely enough. A few pupils do not always learn as well as they could because they do not have the building blocks of knowledge firmly in place.

The 'Carrington Way' guidance for staff makes it clear how pupils' knowledge and skills in each subject should develop over time. This supports teachers with the implementation of the curriculum. This guidance helps with their workload and well-being. Teachers provide carefully chosen resources and materials to help pupils learn. In most lessons, teachers check what pupils remember and use this information to plan their next steps.

The school has responded to the changing and increasingly complex levels of need presented by some pupils at the school. Pupils' barriers to learning are identified quickly and supportive plans are put in place to reduce these. The school has provided training to ensure that staff can meet the needs of all pupils. Wherever possible, pupils with special educational needs and/or disabilities (SEND) learn the same content as their peers. This includes pupils from the specially resourced provision for pupils with SEND, who integrate with their peers in the main classes. Adults make sure that pupils get appropriate support when needed. As a result, disadvantaged pupils, including those with SEND, achieve well.

Staff teach pupils to read with expertise and confidence. Teachers check any gaps or weaknesses in pupils' reading ability meticulously. Any pupil who needs more support in

phonics, reading fluency or accuracy receives well-tailored provision. Pupils are helped to become confident in their reading skills. However, the school does not yet consistently inspire pupils to become enthusiastic and confident readers. A few pupils do not enjoy reading and they do not read widely.

The school provides pupils with a strong moral compass. Pupils understand clearly the difference between right and wrong. Pupils understand the school's values, confidently explaining the importance of resilience, kindness and respect. They are knowledgeable about online safety and physical health.

Pupils enjoy school and the vast majority attend regularly. For those who do not, the school is working closely with families and other agencies to increase the time pupils are attending school. As a result, the attendance of pupils who are persistently absent is improving.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the important subject-specific end points are not identified precisely enough. Therefore, teachers do not have enough clarity on what knowledge pupils must secure before moving on to their next steps. The school needs to refine the subject-specific knowledge that pupils must know and remember over time.
- There are some inconsistencies in the school's work to promote pupils' confidence and enjoyment in reading. A few pupils do not enjoy reading and they do not read widely. The school should ensure that pupils are inspired to read widely and for pleasure.

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	110274
Local authority	Buckinghamshire
Inspection number	10341275
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Co-Chairs of governing body	Jane Wright and Nadia Zachary
Headteacher	Emma Cameron
Website	www.carringtonjs.co.uk
Dates of previous inspection	2 November 2023, under section 8 of the Education Act 2005

Information about this school

- The school is federated with the infant school of the same name.
- The school has specially resourced provision for pupils who have a diagnosis of autism. The school call this additional resource provision 'Blossom'. Currently, nine pupils attend this provision. Most of these pupils spend some time in mainstream classes as well as attending lessons and therapy sessions in the specialist provision.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with the representatives of the governing body.
- The inspection team carried out deep dives in these subjects: reading, mathematics, physical education and history. They discussed the curriculum with subject leaders, teachers and pupils. Inspectors visited lessons and also considered the curriculum and pupils’ work in religious education, science and geography.
- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential surveys for staff and pupils. Inspectors gathered the views of both staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: 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 reviewed and scrutinised a range of the school’s documentation, including leaders’ plans for improving the school, minutes of governor meetings, records of attendance and behaviour incidents.

Inspection team

Clare Morgan, lead inspector

Ofsted Inspector

Andrew Foster

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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