

Inspection of a good school: Clarborough Primary School

Hillview Crescent, Clarborough, Retford, Nottinghamshire, DN22 9JZ

Inspection dates: 11 and 12 January 2022

Outcome

Clarborough Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school. They follow the school's motto to 'Be the best you can be!' They like coming to school each day to learn, either in their classrooms or the school's exciting corridor areas, such as the 'jungle' or 'under the sea'.

Pupils say that staff are very caring towards them. They are particularly grateful for the way staff are helping them through the COVID-19 pandemic. They told the inspector how staff listen to pupils and support them with their well-being. They are very happy that school clubs, such as computing and choir, have begun again. Pupils are also keen to explain how teachers have checked what knowledge their pupils have learned. Teachers are revisiting parts of the curriculum that pupils are less sure about. Pupils can see that the good education they receive is helping them to catch up quickly. Staff want every pupil to attain well.

Pupils feel safe at Clarborough. They say that theirs is a happy school. Everyone gets on well. There is very little bullying, and pupils say that if it does happen staff sort it out without delay. Pupils are equally respectful to adults and to each other.

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

Staff at Clarborough are enthusiastic about the increased expectations from senior leaders. Leaders have made it clear how all staff share responsibility for ensuring every pupil succeeds. Leaders have supported this by training staff so that they have become skilled and confident to teach different subjects. Leaders of these subjects have the time and capacity to check that their colleagues deliver lessons as they should.

The education pupils receive remains good. There is a consistent and effective approach to the teaching of reading, with a clear, urgent desire on getting every child to read as soon as possible. Staff in the Nursery class, for example, plan for whispering games to occur so that children learn to listen for sounds. This helps children to be prepared to learn phonics right from the start in the Reception Year. Staff know exactly which sounds

each child needs to learn. They teach things in a logical order, as teachers do across subjects and year groups. As a result, children are becoming fluent readers. The inspector saw children in the Reception class learn 'j' for the first time. Within minutes, they could write 'I am in a jet' because of the sounds and letters they already knew. Teachers are helping those whose reading skills are weaker to catch up.

In all subjects, teachers assess to check where pupils' knowledge is not secure enough. They have adjusted the things they teach to help pupils to catch up because of COVID-19. In mathematics, pupils are relearning facts about shapes and measurements. However, teachers have not neglected the importance of number. Pupils the inspectors met showed quick recall of the mathematics they had already been taught. They knew their multiplication tables and could calculate mentally three-quarters of 16 without delay. In history, they could retell lots they had learned in previous years, such as about the Romans. Staff give pupils with special educational needs and/or disabilities (SEND) effective support. Pupils are enthusiastic about their education.

Subjects in the curriculum are well planned overall, with clear progression of what pupils will be taught and goals for what they will know by the time they leave the school. In physical education (PE) and languages, however, this is not quite as precise.

The education pupils receive is not restricted to academic subjects. They learn about the importance of respectful relationships, and how to stay safe when online. They are taught about British values, and older pupils can explain clearly what this means. Pupils have a secure understanding that some groups of people may be treated unfairly. They find out about other cultures, such as tribes in South America. Pupils learn about both the differences and things they have in common with them.

From the Nursery Year onwards, pupils behave well in lessons. They concentrate on their work and do not stop others from learning. They cooperate and they complete work in their exercise books with care. They are keen to share what they know, and enthusiastic to learn as much as they can.

Staff express their strong support for senior leaders. They believe that the school is well led and managed. They feel treated fairly and with respect. They say that they are well supported and that leaders take staff's workload into account. All say that they are proud to work at Clarborough. Parents express similarly positive views.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular and effective training in safeguarding. They are alert for the warning signs of a pupil being harmed and know their responsibility to report all concerns to leaders. Leaders keep appropriate records and work well to ensure pupils receive timely help and support. This includes the involvement of external agencies where appropriate. Leaders have appropriate systems to support, for example, the safer recruitment of staff. Pupils are taught how to report a safeguarding or other concern. They say that they both can and would talk to staff if they are worried or upset about something.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for PE and for languages does not contain as much precision in terms of progression and sequencing as is found across all other subjects. Although plans make it very clear how knowledge and skills within each year group build upon what is taught in the preceding year, there is less detail on how teachers should order their lessons and what pupils need to learn and remember at every point. This risks pupils not always making the progress they might. Leaders should ensure that the curriculum for these two subjects makes this more explicit, so that teachers can deliver intended outcomes with complete clarity across the curriculum.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in December 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	122628
Local authority	Nottinghamshire County Council
Inspection number	10211542
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	194
Appropriate authority	The governing body
Chair of governing body	John Bowers
Headteacher	Allison Cowell-Clark
Website	http://www.clarborough.notts.sch.uk
Date of previous inspection	27 September 2016, under section 8 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- In order to judge whether the school continues to be good, the inspector focused the inspection on specific subjects of the curriculum. Deep dives were undertaken in reading, mathematics, and history. This involved meeting with senior and subject leaders, scrutinising curriculum planning, and visiting lessons where pupils were learning these subjects. Discussions were held with pupils from the lessons visited and this involved looking at their work in these and in other subjects. Discussions were held with teachers about the curriculum they were delivering. Children were listened to reading. The pupils came from different year groups. Teachers' planning of other subjects of the curriculum was also considered.

- In addition, the inspector met with the coordinator for pupils with SEND and had an online meeting with the chair of the governing body. A telephone conversation took place with a representative of the local authority. A wide variety of school documents, was considered, including the school development plan. A visit was undertaken to check whether pupils were safe and happy at the school's breakfast club.
- The inspector took note of the responses to Ofsted Parent View and considered the results of the Ofsted staff questionnaire.
- In order to judge 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 of staff and interviewed the designated lead for safeguarding. Discussions were held with members of staff to check details of their safeguarding knowledge and training, and that they understood the importance of their responsibility to report any safeguarding concerns without delay. Samples of safeguarding records were also considered.

Inspection team

Roary Pownall, lead inspector

Her Majesty's Inspector

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