

# Dearne Carrfield Primary School

## Inspection report

---

<b>Unique Reference Number</b>	106597
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	355978
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Clive Moss HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	252
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ann Cross
<b>Headteacher</b>	Mr Steve Poxton
<b>Date of previous school inspection</b>	28 January 2008
<b>School address</b>	Highgate Lane Bolton-on-Deerne, Rotherham South Yorkshire S63 8AL
<b>Telephone number</b>	01709 893121
<b>Fax number</b>	01709 888167
<b>Email address</b>	s.poxton@barnsley.org

---

<b>Age group</b>	5–11
<b>Inspection dates</b>	8–9 February 2011
<b>Inspection number</b>	355978

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 15 lessons given by nine teachers and made other short visits to lessons, held meetings with groups of pupils, representatives of the governing body, and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance, questionnaires returned by the staff, pupils and 88 returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of support for pupils with special educational needs and/or disabilities.
- The effectiveness of strategies to improve attendance.
- The effectiveness of actions to improve the quality of teaching and learning.

## Information about the school

The school is slightly larger than the average primary school. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils from minority ethnic groups is below average, but has increased since the last inspection. The proportion of pupils who speak English as an additional language is below average. The proportion of pupils with special educational needs and/or disabilities is average overall, but is below average for those with a statement of special educational needs. The school has achieved the Healthy School status for the quality of its work in this area. The current headteacher was in post at the time of the last inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Dearne Carrfield is a welcoming and friendly school in which the pupils feel safe and very happy, because they are cared for well. The pupils are keen learners and told the inspectors that they find lessons interesting. They do so because of conscientious work by the staff to provide varied and engaging topics and bright and attractive classrooms. The pupils' attendance is monitored carefully and the school uses the full range of available strategies to improve the attendance of particular pupils, which are effective in some instances, but individual cases are proving difficult.

The school is improving well. There have been year-on-year improvements in pupils' attainment since the last inspection in all key stages. Attainment at the end of Key Stage 2 is average over the period since the last inspection and now at its highest level since 2006. The school's data on the attainment of the pupils currently in Year 6 suggest that it has risen further and may be currently above average.

The proportion of teaching that is good or better has increased, but not yet sufficiently for teaching to be better than satisfactory overall. The improvement is the result of an unequivocal focus by the leaders and managers on using good quality data and information about pupils' progress to identify where teaching needs to be better and successful action to eliminate consistently unsatisfactory practice.

In the better lessons seen during the inspection, the teachers provided a range of tasks adapted to the needs of different groups of pupils. In most cases, however, whilst the teachers had given thought to the needs of different groups, there was little indication of how the planning took account of assessment information about the pupils or their special educational needs. As a result, their needs were met largely by being given additional support with the same task as others. The teaching assistants help pupils who would otherwise find it difficult to keep up with their classmates to behave and understand the work and so make progress. They are not enabled, however, to use their training and expertise sufficiently to support the assessment of the pupils' learning and devise suitable work adapted to the pupils' needs. In the Early Years Foundation Stage, the children have a range of play and taught activities that engage some of the children, but the activities often lack challenge.

The senior leaders and governing body have focussed unequivocally on tackling the areas for improvement at the last inspection and taken a sustainable incremental approach to improvements. Assessment information is used carefully to check the effectiveness of teaching, along with regular and frequent monitoring of the teachers' planning, lessons and marking. The leaders and managers identify less-effective practice astutely and provide good support that enables the teachers to improve. Firm foundations have been laid to enable the school to make the improvements necessary.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Ensure that teachers' planning provides for a range of tasks and activities designed to meet the different needs of the pupils in the class, based on a clear assessment of their learning.
- Involve teaching assistants more in designing and preparing learning activities for the pupils with whom they work.
- Provide more activities in the Early Years Foundation Stage that interest and engage the children better.

## Outcomes for individuals and groups of pupils

**3**

All groups of pupils, including those with special educational needs and/or disabilities, make similar rates of progress. The pupils become confident young people, with a good sense of self-esteem. As a result, although Year 6 pupils said that they would be sad to leave the school, they feel ready to go to secondary school.

A survey of the pupils' views carried out using a national service shows the pupils to have amongst the most positive attitudes to school and work nationally. The pupils responded well in the lessons observed during the inspection, even when the teaching required them to listen extensively rather than take part actively. They demonstrated positive attitudes to learning that ensured they made satisfactory progress in lessons that might otherwise have been less successful.

The pupils are very sociable and spoke confidently to the inspectors. The inspectors found it very easy to strike up intelligent conversations with the pupils and the pupils provided thoughtful answers and observations in response to the inspectors' questions. The pupils show mature concern for moral and social issues. They talk knowledgably about environmental issues and considerately about ethical matters, such as racism, although their awareness of the differences between their own and other cultures and communities is often limited.

The pupils spoke with justifiable pride about charitable events that they had organised, such as 'Purple Day' for moebius syndrome, in order to help organisations connected with other people at the school with particular difficulties. The pupils have a strong sense that their views and activities make a difference at the school. The work of the highly regarded and well-supported eco-committee contributes significantly to the immaculate school grounds.

All pupils said that they felt safe in school, including those with special educational needs and/or disabilities. The pupils have a good understanding of and well-balanced views about how to keep safe. For example, the pupils were able to describe accurately the risks associated with use of the internet and how they deal with them. They were disappointed at not being able to use the playing field and the climbing equipment in the playground in the wet weather. Their play with footballs is occasionally a little careless. The pupils told the inspectors repeatedly that instances of bullying were rare and dealt with effectively. There have been no exclusions for a considerable period of time.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In the best practice seen, the teachers and teaching assistants used demanding questions effectively to ensure that all the pupils made good progress, including those with special educational needs and/or disabilities. In a good numeracy lesson, the teacher took time to analyse and review what the pupils were learning, questioning their reasoning and establishing what they needed clarifying. Also, such lessons provided more opportunities for the pupils to be active. These practices are not consistent in all lessons. Less successful, though still satisfactory, teaching relied more on the teacher talking and required all pupils to undertake the same activity, including those with special educational needs and/or disabilities. The pupils' work is marked frequently and constructively. The pupils understand the marking and find it helpful.

The curriculum enables the teachers to ensure that lessons generally have well-chosen subject content that captures the pupils' interest. It is planned imaginatively and with careful consideration to providing plentiful opportunities for the pupils to develop their literacy, numeracy and information and communication technology skills. Work, such as some on creating animations, captures the interest of the pupils well. The pupils told the inspectors that the level of challenge provided by the work in lessons varies and the inspectors noted that the pupils became a little restless in lessons which, although satisfactory, did not stimulate interest fully. There are good examples of links with

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

employers, including a local chocolate manufacturer. A continental-style café run by the pupils helped them to learn about preparing food and running a business. The parents and carers who were the customers rated the service very highly! The pupils respond well to the extra-curricular activities provided and, for example, many attend the Film Club.

Relationships between the staff and the pupils are very good. The pupils told the inspectors that they were confident to raise any issues with the staff. This confidence contributes significantly to them feeling safe and very happy.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The senior leaders and governing body have tackled improvements to teaching determinedly and to good effect. The school sets appropriately ambitious targets for the progress of pupils. Systems for monitoring and tracking the pupils' progress and the quality of teaching and learning are comprehensive and generally carried out thoroughly. They are carried out less thoroughly, though still satisfactorily, in relation to pupils with special educational needs and/or disabilities. The school monitors the progress made by different groups of pupils carefully and ensures that there are no significant differences. It does not monitor with the same rigour the engagement of the groups in all activities that the school offers.

The governing body is well organised and has been instrumental in helping the leaders and managers to deal with important issues. It ensures that information provided by the school is questioned appropriately. Recently, it has taken the initiative to improve its methods of gaining information to support its own evaluation of the school by requesting an opportunity to work alongside a local authority officer. Procedures for safeguarding the pupils are good and documented well; record keeping for health and safety is outstanding. The school is a cohesive community and the curriculum includes a range of topics and activities that offer the pupils insights into other countries. However, there has been no systematic approach to fulfilling the duty to promote community cohesion. The school enjoys good relationships with the great majority of parents and carers. Parents' and carers' attendance at guidance meetings is frequently high.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

The children begin the Early Years Foundation Stage with skills levels that are lower than expected for their age. They settle well into the secure and stable environment. They behave well and have positive attitudes to their work. They display an enjoyment of learning. The children cooperate with each other well and form positive relationships with adults and their peers.

The children's welfare is promoted effectively in a safe and secure environment. All relevant records and policies are in place. The children demonstrate trust in those around them. There are extensive plans in place to support the children's learning, but these were not reflected consistently in the practice seen during the inspection. Generally, the activities provided in the good quality and well-resourced indoor and outdoor areas meet the children's needs, but a lack of pace and challenge in the learning opportunities means that the children's progress is satisfactory, rather than good. The observations of children's learning are not consistently evaluative and do not involve the children or their parents and carers. Special educational needs are not made sufficiently prominent in the planning.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers that returned the questionnaire was average. The views expressed are very supportive of the school. Parents and carers are particularly pleased with the extent to which the school keeps their children safe, the extent to which the children are happy at the school, and the quality of the teaching. The inspectors found that the school has good procedures for keeping pupils safe, that the pupils are very happy at school, and that the quality of teaching is satisfactory and improving. Of the parents and carers who wrote comments, more were complimentary about the work of the school, often highly so, than expressed negative views. There was no discernible pattern in the negative comments. A few returns raised bullying as an issue. The inspectors looked into the school's work to prevent bullying and talked with the pupils extensively. They found that instances of bullying are rare and usually dealt with effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dearne Carrfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	56	34	39	3	3	2	2
The school keeps my child safe	54	61	30	34	1	1	3	3
My school informs me about my child's progress	38	43	45	51	3	3	1	1
My child is making enough progress at this school	40	45	39	44	6	7	3	3
The teaching is good at this school	45	51	37	42	0	0	3	3
The school helps me to support my child's learning	36	41	45	51	4	5	2	2
The school helps my child to have a healthy lifestyle	32	36	51	58	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	40	45	51	0	0	1	1
The school meets my child's particular needs	38	43	45	51	3	3	2	2
The school deals effectively with unacceptable behaviour	33	38	44	50	3	3	5	6
The school takes account of my suggestions and concerns	30	34	47	53	7	8	1	1
The school is led and managed effectively	42	48	39	44	4	5	1	1
Overall, I am happy with my child's experience at this school	45	51	37	42	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2011

Dear Pupils

**Inspection of Dearne Carrfield Primary School, Rotherham, S63 8AL**

Thank you for talking to my colleagues and me and making us welcome when we visited your school recently. The inspectors spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents and carers, and spoke with some of your teachers. Here is a summary of the main findings, which I hope will be of interest to you.

- You feel safe and very happy at the school because you are looked after well.
- You make satisfactory progress from your starting points and your test results are average, compared to other schools nationally, and improving.
- Your attendance is average.
- You grow into confident, caring and thoughtful young people.
- You behave well.
- You have interesting opportunities to learn, both in lessons and through special projects, and you enjoy learning very much.
- The staff and the governing body have done some important and difficult work to improve the school and know what to do to make more improvements.

The school provides you with a satisfactory education. It is getting better all the time. I have asked the headteacher to make further improvements, so that: the teachers plan work based more clearly on what they know about how well you are learning and what you need to learn more; the teaching assistants are able to contribute to assessing your progress and designing work for you: the children in the Early Years Foundation Stage get work that they find more interesting and engaging. Many of you, I know, already make a very important contribution to the school and I am sure that all of you will want to do everything you can to support the staff in making it better still.

Yours sincerely

Clive Moss

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**