

Carfield Primary School

Inspection report

Unique Reference Number	107087
Local authority	Sheffield
Inspection number	377531
Inspection dates	4–5 October 2011
Reporting inspector	Joan McKenna

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	534
Appropriate authority	The governing body
Chair	Matthew Royston
Headteacher	Julie Petty
Date of previous school inspection	22 March 2007
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Introduction

This inspection was carried out by four additional inspectors. Teaching and learning were observed in 21 lessons, taught by 20 staff, shorter visits to classrooms were made and observations of other activities took place. Meetings were held with the headteacher, other leaders, the Chair of the Governing Body and a group of pupils. Inspectors observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, arrangements for safeguarding and attendance data. Responses to questionnaires returned by pupils, staff and the 149 returned by parents and carers were analysed.

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

- Whether pupils' attainment is above average, and whether the learning, progress and achievement are good for all groups of pupils across the school, including those who speak English as an additional language.
- Whether teaching and the curriculum are informed by accurate assessment information and meet the needs of all groups of pupils equally effectively.
- Whether pastoral aspects of the school are strong and whether any aspects are outstanding, as the school judges to be the case.
- Whether leaders at all levels and members of the governing body are accurate in the judgements they make about the school and are taking effective action to improve it further.

Information about the school

This is a bigger than average primary school. The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic heritages is slightly above the national average, and the proportion who speak English as an additional language is slightly below average. The numbers in both groups are increasing, with some very small numbers from a wider range of heritages joining the school. The proportion of pupils known to be eligible for free school meals is slightly below the national average, as is the proportion with special educational needs and/or disabilities. The school holds Activemark, the E-on Coaching award and has Healthy Schools status.

Since the previous inspection, some new leaders and teachers have joined the school and the governing body has new members, including a new chair. The headteacher, who was in an acting position at that time, was appointed to the permanent post shortly after the inspection in 2007.

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?

2

The school's capacity for sustained improvement

2

Main findings

Carfield is a good school, which enables its pupils to progress well both academically and personally. The headteacher provides a strong sense of direction and drive. A clear commitment and concerted effort to providing the best for pupils underpin the school's work. Thorough monitoring and evaluation result in the school's strengths and areas for development being accurately known and understood by senior leaders and the governing body. Effective action is taken to tackle areas for development. As a result, the school has improved well since its previous inspection and has good capacity to improve further.

The care, guidance and support provided for pupils are outstanding and help all groups, including those whose circumstances might make them vulnerable in any way, to participate fully in school life and to benefit from what is provided. This contributes to pupils' personal outcomes being strong. The extent to which pupils feel safe in school and their behaviour are outstanding. Attendance is high. All groups of pupils are polite, respectful and get on well together. From a young age, pupils make a significant contribution to the school community.

The attainment of nursery children on entry to the school is wide and varies across groups from year to year, but overall is below that expected for their age. Attainment by the time they leave Year 6 is usually at least, and generally above, average. A dip at the end of Key Stage 2 in 2010 in English has been reversed and, across the school as a whole, there is evidence of rising, and above average, attainment. Pupils' progress is good. There is some variation across different groups and in English and mathematics, but this does not form a consistent pattern. The school analyses pupils' outcomes closely and takes targeted action to narrow any gaps. Overall, pupils achieve well. Teaching is good and some is of high quality, although there is some inconsistency. Teachers take the ability range in their classes into account when planning work, but do not always give precise attention to more specific needs. How pupils are getting on is checked frequently and the resulting information is analysed and used to escalate their progress. However, there are instances when judgments made by teachers are not fully accurate. Pupils are set targets to help them know how to improve and there are examples of detailed guidance to help pupils understand how to reach them. These aspects are not consistently implemented by all teachers. The curriculum promotes pupils' academic and personal development well, and following a successful pilot, a more creative approach to engage pupils'

interest and to promote active involvement in their learning is being adopted across the school.

What does the school need to do to improve further?

- Raise the attainment of pupils and ensure that all groups make consistently good or better progress, especially in English and mathematics, by:
 - ensuring that teachers use accurate assessment information to target intervention and support in narrowing gaps between groups
 - ensuring that work in lessons is more precisely matched to the full range of pupils' needs, including those of higher-attaining pupils, those who speak English as an additional language, those with special educational needs and/or disabilities and those known to be eligible for free school meals
 - ensuring that all pupils are set appropriately challenging targets that they know and understand, and that they receive clear guidance on what they have to do to reach them
 - taking more steps to share and build on the high quality teaching within the school to ensure that all teaching is good or better.

Outcomes for individuals and groups of pupils

2

Pupils are very keen to learn. They are attentive, follow instructions and try hard to do as they are asked. They enjoy their work, especially when it is made interesting and when they have opportunities to be actively involved in tasks and to work with others. For example, the quality of some Year 4 pupils' persuasive writing on how to sell a paperclip was greatly enhanced by their discussions with other pupils when they shared and developed ideas, using increasingly varied and rich vocabulary in the process. Even on the minority of occasions when tasks are not such fun, pupils nevertheless concentrate and do their best, albeit with less obvious enthusiasm. Good quality, and often extensive learning logs show how motivated many pupils are to undertake independent work in their own time. Occasionally learning is less good for some pupils, such as in lessons where work is not challenging enough for higher-attaining pupils. Nevertheless, as a result of their good learning overall, all groups of pupils generally progress well during their time in school from their different starting points. A greater emphasis on speaking and listening activities is helping pupils who speak English as an additional language to engage more actively with their learning. Specific additional support for pupils identified as underachieving, including some with special educational needs and some who are known to be eligible for free school meals, is helping to accelerate their progress. Some pupils whose circumstances might make them vulnerable were among those making the most progress last year. There is a trend of improvement in academic outcomes. Attainment at the end of each key stage in 2011 was higher than in 2010, and was above the national average on a majority of indicators.

Pupils are caring and considerate towards one another; they make a strong contribution to the school's harmonious and friendly feel. Key Stage 1 'walking wardens' celebrate the sensible movement of their classmates, for example, and

older 'peer mediators' help to sort out any problems, although, as one said, 'I've only had two arguments in two years to deal with'. Pupils feel exceptionally safe and can explain the wide range of support systems in place, including the mechanism for reporting concerns online. They have a clear awareness of dangers and risks and understand how to keep themselves safe and healthy. Pupils from all heritages mix well. From the youngest age, they celebrate and value the different cultures represented within the school and beyond, through, for example participation in city-wide events and a link with a school in another part of the country. Incidents of racism are very low. Pupils' enjoyment of school is reflected in the fact that attendance has risen to the point where it is high.

These are the grades for pupils' outcomes

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

How effective is the provision?

Positive relationships between teachers and pupils and much support and encouragement for learning are common features across classes and this increases pupils' motivation and confidence. Teachers give clear explanations of what it is intended pupils will learn, and detailed and well-structured input from them usually equips pupils thoroughly to undertake the planned tasks. Resources, including information and communication technology, are often used well to engage pupils' interest. Some teaching is outstanding; where this is the case, imaginative and creative approaches, coupled with an increased attention to detail and a rigorous checking of the learning of individuals as the lesson proceeds, mean that pupils make faster progress. In a Year 2 lesson, the teacher used graphic pictures of decayed teeth as a stimulus for pupils' writing about keeping their own teeth healthy. They were captivated by this and had no difficulty in finding words to give clear messages. A minority of teaching is satisfactory when work set is less stimulating and time is not used to best advantage. Teachers usually plan different work or approaches for different ability groups and often for pupils with special educational needs and/or disabilities. It is less common to see any precise strategies for pupils who speak English as an additional language or for individuals or groups who have been identified as falling behind. Some teachers refer to pupils' targets and help pupils

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

understand how to reach them through detailed verbal feedback and marking, but this is not always the case.

The curriculum is well planned to promote the basic skills of literacy, numeracy, and information and communication technology. A new approach is underway to promote their greater use through other subjects and through more stimulating and creative topics and activities that encourage pupils' active involvement in their learning. A good range of popular extra-curricular activities and trips, visits and visitors enhance pupils' experiences. Staff's interests and expertise are used well to extend the range of sporting activities, for example, and to teach Spanish. A 'Shakespeare' project is developing pupils' literacy skills and cultural understanding.

There are excellent systems for providing both general and specifically targeted support for pupils, enhanced by clear mechanisms for pupils to seek support for themselves. Effective links with external, specialist services to meet additional needs widen the expertise available for pupils. Strategies for involving parents and carers encourage a constructive, positive partnership to the benefit of pupils. Arrangements to promote good behaviour and improved attendance have been highly successful. The provision for pupils with special educational needs and/or disabilities is positive, but is in a state of transition to new leadership.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Since the previous inspection, the leadership structure and management processes have been thoroughly overhauled and made fit for purpose, taking into account the changing profile of the school community and potential increase in the size of the school. The headteacher, working closely with the deputy headteacher, communicates a clear vision, and other leaders are making an increasing contribution to achieving this. Monitoring and evaluation, especially of teaching and learning, are extensive and result in accurate judgements and priorities for development. However, the information gained from the different sources is not shared fully in order that best practice can be built upon. The Chair of the Governing Body is very knowledgeable about the school and about the responsibilities of governance. He is proactive and has adopted some innovative strategies to help other governors to be effective in their roles. As a result, the governing body provides appropriate challenge to the school and plays its part in helping the school become more effective. The school's finances are well managed. Safeguarding is taken seriously and arrangements are good to protect pupils and keep them safe. Parents' and carers' views are sought and welcomed. A range of well-judged steps have been taken to improve channels of communication and to provide opportunities for parents and carers to get involved in the life of the school and in their children's learning. The school promotes well cohesion between different groups within its own

community and has taken some steps to do so on a wider front. Discrimination is not tolerated and equal opportunities are promoted, with active steps being taken to narrow any gaps in pupils' experiences and outcomes. For example, the school is successfully reducing gaps evident in previous years in pupils' performance between different groups. A good range of partnerships is employed to contribute to extending provision for pupils and to meeting their needs.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children settle quickly and happily into both the Nursery and Reception classes, helped by the warm welcome and positive relationships that adults provide and the wide variety of interesting activities. There is a good balance between those that children choose for themselves and ones directed by adults. Both types are well used to enable children to develop their skills of concentration, cooperation and perseverance. Adults use incidental and planned opportunities to develop pupils' communication and numeracy skills, and, in the former in particular, to give good attention to the needs of individuals. For example, adults engaging in imaginative play with children in the early stages of speaking English extended their vocabulary and confidence in using new words.

Nursery children can access outdoor space freely and make good use of it. Access to outdoors is limited for children in Reception classes, because of location but the school strives to minimise the disadvantages. There is a broad spectrum of attainment on entry to the Early Years Foundation Stage, from children new to the country who do not speak any English to children with a developed command of the language. From their different starting points they make good progress in their learning and in their personal development, and by the time they enter Year 1, most pupils meet expectations for their age and some exceed them. The leadership of the Early Years Foundation Stage is effective. The new leader has a clear understanding of what needs to be done to improve provision further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of responses to the questionnaires returned by parents and carers expressed positive views of the school. These are endorsed by the school’s own surveys of parents’ and carers’ views and the majority of comments that accompanied questionnaires. Inspection evidence shows that the school’s effectiveness is good, and that there are some outstanding features to its work. A very small number of negative issues were mentioned in questionnaire comments, particularly relating to aspects of communication and the extent to which the school responds to concerns raised by parents and carers. These were investigated by the inspection team. The school responded to these issues very seriously. Although the school’s engagement with parents and carers is good overall, it is keen to develop this aspect of its work further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carfield 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 534 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	68	42	28	5	3	1	1
The school keeps my child safe	95	64	50	34	2	1	1	1
The school informs me about my child's progress	64	43	68	46	11	7	1	1
My child is making enough progress at this school	62	42	75	50	4	3	2	1
The teaching is good at this school	76	51	61	41	4	3	0	0
The school helps me to support my child's learning	67	45	60	40	10	7	2	1
The school helps my child to have a healthy lifestyle	64	43	75	50	6	4	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)	69	46	53	36	5	3	3	2
The school meets my child's particular needs	65	44	66	44	6	4	3	2
The school deals effectively with unacceptable behaviour	56	38	68	46	6	4	2	1
The school takes account of my suggestions and concerns	52	35	67	45	9	6	6	4
The school is led and managed effectively	75	50	61	41	3	2	4	3
Overall, I am happy with my child's experience at this school	90	60	48	32	5	3	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



6 October 2011

Dear Pupils

Inspection of Carfield Primary School, Sheffield, S8 9HJ

Thank you for being so friendly when my colleagues and I inspected your school, and for showing us your work. We enjoyed meeting you and talking with you very much. We found you to be extremely well behaved and polite children. You get on very well together and you make a very good contribution to your school through the way you act and through the jobs you do, like being 'walking wardens' and peer mediators. Your attendance is high.

I am very pleased to tell you that you go to a good school. The adults provide outstanding care and support for you. That is one of the reasons you feel very safe and well looked after. You are well taught and you work hard. Your learning logs show that you work hard outside of lessons too. Because of that, your progress is improving and is good. Your attainment is also improving and standards across the school are usually above average. Your teachers provide some good, interesting activities for you in lessons, and through clubs and visits, and are trying to provide even more. You told us that you enjoy school – and we can see why.

Your headteacher leads your school very well and all staff are working hard and successfully to make it even better for you. There are some things we have asked them to do to help in this. We would like them to take action to help all of you reach even higher standards, especially in English and mathematics, by making sure that the teaching in all lessons is as good as in the best ones. We would like them to check closely on how well you are all doing so that staff can take the right actions to make sure that all of you make equally good progress and to make sure that work in lessons is at the right level for you all. We would also like them to make sure that you understand your targets and know what to do to reach them.

You can all help by continuing to work hard and being such positive pupils. I send you and your teachers very best wishes for the future.

Yours sincerely

Joan McKenna
Lead inspector

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