

# Carter Knowle Junior School

## Inspection report

---

<b>Unique Reference Number</b>	106988
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	377507
<b>Inspection dates</b>	8–9 November 2011
<b>Reporting inspector</b>	John Foster

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Warner
<b>Headteacher</b>	Carole Staniland
<b>Date of previous school inspection</b>	9 March 2009
<b>School address</b>	Carter Knowle Road Sheffield S7 2DY
<b>Telephone number</b>	0114 255 2347
<b>Fax number</b>	0114 255 2347
<b>Email address</b>	enquiries@carterknowle.sheffield.sch.uk

---

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 rates 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 purposes, as long as you give details of the source and date of publication and do not alter the information 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'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



© Crown copyright 2011

---

## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 10 lessons taught by nine teachers. Meetings were held with parents and carers, groups of pupils, a member of the governing body and members of staff. Inspectors observed the school's work and looked at a variety of documents, including its development planning and those relating to safeguarding, minutes of the governing body's meetings, pupils' records and school policies. Inspectors analysed 58 parental questionnaires along with those of pupils and staff.

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

- The effectiveness of the newly introduced curriculum in enhancing pupils' progress.
- The arrangements for developing community cohesion and pupils' awareness of cultures beyond their local area.
- The effectiveness of the school's arrangements for monitoring the quality of teaching and learning.

## Information about the school

This is an average-sized junior school. The majority of pupils are either of Pakistani heritage (about 44%) or of White British heritage (about 38%). The remaining pupils are from a range of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average, although for those with a statement of special educational needs it is high. The school has gained Healthy School status and the Investors in People Award.

The school has experienced problems in recruiting a deputy headteacher. As a result, there is an acting deputy headteacher and an acting assistant headteacher. The school employs some part-time and temporary staff.

The school premises are used by a private provider for after-school care. The setting was inspected separately and not as part of this inspection. A report of its quality can be found on the Ofsted website.

**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

This is a good school where pupils are cared for well by a committed staff. Pupils enjoy school and this is reflected in their good behaviour and regular attendance. When they start at the school their attainment is broadly average. In the past, they have made satisfactory progress and attainment has been broadly average by the end of Year 6, though higher in English than in mathematics. The quality of teaching seen during inspection was good and this, linked to the pupils' positive attitudes to learning, enables them to achieve well. The result is that most pupils in all year groups now make better than expected progress and attainment is rising at a rapid rate. There is little difference over time in the progress made by different groups of pupils.

Pupils told inspectors that they always feel safe in school and their views are supported well by the outstanding arrangements for safeguarding. Pupils get on well in class and around the school, helping each other well in their school life. Pupils' spiritual, moral, social and cultural development is good.

The school has recently introduced a redesigned curriculum and this is having a positive effect on learning. Pupils participate keenly in lessons and are motivated to perform at their highest levels. The quality of care, guidance and support is good.

The school is led well by the enthusiastic headteacher and she has the vigorous support of the senior leadership team. Although working in temporary acting roles, both the deputy headteacher and assistant headteacher are proactive in working with the headteacher to move the school forward at a fast pace. Governance is satisfactory overall. The governing body has strengths but there are relative shortcomings in the rigour with which it evaluates performance and in the extent to which it is involved in planning the school's future. The school ensures that all pupils are given equal opportunities to participate in the activities provided and works positively to ensure that there is no discrimination within the school. The school ensures that pupils are aware of the wide range of cultures found locally and nationally, though they are less aware of cultures to be found globally.

The school's evaluation of its performance is largely accurate and this, together with the positive impact of action to raise attainment, the good quality of teaching and learning and positive leadership, gives the school a good capacity to improve further.

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

- Raise attainment further in English and, more particularly, in mathematics, by:
  - ensuring that teaching in all lessons is good or better
  - implementing the school's plans to ensure pupils' attainment in mathematics matches that in English.

Develop the role played by members of the governing body in managing the school by ensuring that they are involved at the earliest stages of evaluating the school's performance and in planning for its future.

## Outcomes for individuals and groups of pupils

2
---

Pupils' attainment has been broadly average, although generally better in English than in mathematics. Pupils are now making good progress during their time at the school and attainment is rising rapidly. In lessons seen, all groups of pupils, including those of different ethnic groups and those with special educational needs and/or disabilities, made good progress overall. They are taught well, are enthusiastic in their learning and motivated well to learn. Pupils clearly enjoy their learning and achieve well. In a Year 5 science lesson, for example, pupils used electronic notebooks to research how the Ancient Egyptians mummified their pharaohs. This was part of a series of lessons relating to how they preserved their dead for the afterlife without decay. Pupils undertook their research seriously and high levels of concentration helped them to make excellent progress in their learning.

Pupils told inspectors that they feel safe in school. They said that if they have a problem there is always someone in whom they can confide, knowing that it will be dealt with sympathetically. Their behaviour is good overall and, at times, it is exemplary. This is particularly the case in lessons when teachers' expectations are high and pupils are well motivated in their learning. Pupils know the benefits of living healthy lifestyles. They recognise what constitutes a healthy diet and take an active part in the physical activities arranged for them both during and after school time. School council members play an active part in the life of the school and attend some meetings of the senior leadership team. They use their own agenda and ensure that minutes are taken of the meetings. Beyond the school, pupils work in the local community, such as when the choir participate in a concert to support a local farm trust. Pupils have strong moral understanding and they recognise the differences between cultures found in the school and local area. They have well-developed social skills which are evident in their play and during lessons when they support each other well in their learning. This, together with their increasingly effective basic skills and above average attendance, means that they are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching observed during the inspection ranged from satisfactory to outstanding. Overall, teaching is good and enables pupils to make good progress in their learning. Where teaching is at its strongest, pupils are fully involved in the learning process. They are given opportunities to discuss what they are doing with each other and with their teachers. In the best lessons, teachers continually assess what pupils are doing and intervene effectively to ensure that learning moves forward at a fast pace. Teachers use questions well to make pupils think for themselves. Where teaching is less effective, the pace of learning is slower and, occasionally, pupils are not as enthusiastic about what they are learning.

The recently introduced curriculum is already having a positive effect on learning by accelerating pupils' progress and raising their attainment. Pupils say that they enjoy learning more because the topics they study are more relevant to their interests. A major reason for this is that pupils have had a say in what they want to learn, alongside the staff, the governing body, parents and carers. One parent said that her son was very enthusiastic about learning in new ways: he would not pick up a pencil at home in the past but now wants to work at home to follow up his school work. Many opportunities are available for pupils to learn beyond their school day. These include music and sporting activities; many pupils take advantage of the opportunities offered. The school uses visits and visitors well to enhance learning. For example, pupils from all year groups are given the opportunity to partake in residential visits.

The care, guidance and support provided for pupils are good and this is a strength of the school. The well-organised care arrangements support pupils' good personal development and well-being. The school offers good support for those pupils whose circumstances make them potentially vulnerable. They are identified early and appropriate measures are put in place. Effective arrangements with the feeder infant and receiving secondary schools ensure that transition between schools is effortless and pupils are well prepared for the changes. Arrangements for child protection are

<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

excellent. Staff are trained well and know what measures to take if they have concerns about any child.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher, supported well by the senior leadership team, has a clear vision to move the school forward. Together they have worked successfully to improve the quality of teaching and learning in the school and this is bearing fruit in pupils' good progress and higher attainment. The development of the creative curriculum has been a positive move in improving what and how pupils learn. The team has worked alongside the staff to identify where improvements are needed within the school and an effective plan for improvement has been drawn up with clearly identified priorities. The subject coordinators monitor their subjects well. They are clear about strengths and where improvements need to be made.

Governance is satisfactory. The governing body supports the school's work positively. The Chair of the Governing Body leads well and is very aware of the strengths and weaknesses within the school. They are not sufficiently involved at the earliest stages of the evaluation and planning process. The arrangements for safeguarding are outstanding and record keeping is exemplary. All staff have received appropriate training and know their role in safeguarding the children in their care. A realistic and thorough approach to safeguarding permeates school life.

The school enjoys good relationships with parents and carers. A strong parents' and carers' association is in place which supports the school's activities well. The wide range of partnerships the school has developed also support pupils' learning well. The local family of schools works well together and good links have been developed with a range of external agencies who work effectively with the school for the benefit of its pupils. Good links exist between the school and local faith groups, reflecting the cultural mix within the school. Links with local supermarkets have been established to support the school's work.

The school ensures that all pupils are given equal opportunities to develop and learn and arrangements for tackling discrimination are effective. Good arrangements are in place to promote community cohesion. The wide range of cultures in the school and local area are celebrated. However, pupils' awareness of global cultures is less well developed.

*These are the grades for the 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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Most parents and carers support the school fully and are happy with what it provides for their children. Having talked to a group of parents and carers, an inspector judged that they were totally happy with the way the school was led and managed and that their children were making good progress. The questionnaire for parents and carers supported this view overall. A smaller than average percentage of parents and carers returned the questionnaire but, of those who did, a small proportion felt that their children were not making enough progress and a similar proportion felt that the school did not do enough to support them in helping their children's learning. Inspectors found that pupils make good progress overall because the quality of teaching they receive is good. The school has an open-door policy whereby parents and carers are able to talk to staff if they have concerns about their children's education.



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

Ofsted invited all the registered parents and carers of pupils registered at Carter Knowle Junior 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	50	29	50	0	0	0	0
The school keeps my child safe	34	59	20	34	3	5	1	2
The school informs me about my child's progress	23	40	33	57	1	2	0	0
My child is making enough progress at this school	19	33	31	53	7	12	0	0
The teaching is good at this school	23	40	32	55	2	3	0	0
The school helps me to support my child's learning	23	40	28	48	7	12	0	0
The school helps my child to have a healthy lifestyle	20	34	35	60	3	5	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)	20	34	30	52	4	7	0	0
The school meets my child's particular needs	24	41	24	41	7	12	0	0
The school deals effectively with unacceptable behaviour	18	31	31	53	4	7	1	2
The school takes account of my suggestions and concerns	16	28	32	55	4	7	1	2
The school is led and managed effectively	20	34	29	50	5	9	1	2
Overall, I am happy with my child's experience at this school	28	48	28	48	2	3	0	0

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](http://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"><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 November 2011

Dear Pupils

### **Inspection of Carter Knowle Junior School, Sheffield, S7 2DY**

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us with our work and let you know what we found out about your school, which provides you with a good education.

The staff care for you greatly and the arrangements to ensure that you are kept safe are outstanding. You are taught well and this helps you to make good progress in lessons. Overall your attainment is average, but it is improving. It is better in English than in mathematics. Your behaviour is good overall and at times it is excellent. This helps with the good progress you are making. You told us that you feel safe in school and that you all get on well with each other. It was good to hear that you have been involved in developing your new curriculum and you said that this helps you to learn because the topics are of particular interest to you.

Your headteacher and senior staff lead the school well.

In order to make the school even better we have asked the headteacher, staff and the governing body to:

- raise your attainment to above average, particularly concentrating on improving standards in mathematics
- make sure that members of the governing body get more involved in seeing how well the school is doing and in planning its future.

You can help by continuing to work hard and attending school regularly.

Yours sincerely

John Foster  
Lead 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).