

# Carcroft Primary School

Owston Road, Carcroft, Doncaster, South Yorkshire, DN6 8DR

**Inspection dates** 29–30 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement, especially in Key Stage 1. This is because over recent years, progress, including for pupils with special educational needs and the most able, has been too slow and pupils have fallen behind.
- Standards in reading, writing and mathematics at the end of Year 2 are too low and have not risen since the last inspection.
- Too little attention is given to spelling, grammar and punctuation and so pupils' skills by the end of Year 6 are below average.
- The quality of teaching has not been consistently good enough and requires improvement. Pupils' learning is held back because some learning time is wasted and pupils are not always clear about how well they are doing or how to improve.
- The roles of senior and subject leaders are still developing. They, and all teachers, are not yet fully involved in checking how well pupils learn.
- The school improvement plan does not focus sharply enough on how well pupils learn to ensure that pupils make best possible progress.
- The governing body is not yet holding the school to account well enough.

### The school has the following strengths

- Pupils behave well in lessons, in the playground and around the school.
- Teaching is improving and most is now at least good. As a result, pupils' progress is now accelerating.
- Pupils feel safe and like their school.
- Relationships are good at all levels.
- A strengthened leadership team includes a highly skilled deputy headteacher. It sets high expectations, tackles weaker performance successfully and gives the school clear direction. This is an improving school.
- Children in the Early Years Foundation Stage get off to a good start because of good teaching and provision.

## Information about this inspection

- The inspectors visited 19 lessons taught by 12 teachers; three were joint observations with the head teacher.
- They held meetings with governors, staff and pupils and talked to representatives of the local authority.
- Inspectors listened to three pupils in Years 1, 2 and 6 read.
- They observed pupils' work in all classes, especially focusing on Years 1, 2, 3, 5 and 6.
- Inspectors studied a range of documents including: the school's own evaluation documents; plans for the school's future development; outcomes of leaders' observations of lessons and monitoring records; case studies of individual pupils showing rates of progress; safeguarding policies and records; the school's analysis of data on pupils' progress; and attendance information.
- There were too few responses on the on-line questionnaire (Parent View) to enable inspectors to draw conclusions about parents' views. However, inspectors studied the analysis of a recent questionnaire sent out to parents from the school and questionnaires completed by staff.

## Inspection team

Derek Pattinson, Lead inspector	Additional Inspector
Keith Bardon	Additional Inspector
Susan Twaits	Additional Inspector

# Full report

## Information about this school

- This is an above average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been many changes of staff since the previous inspection, including the appointment of three newly qualified teachers and a new deputy headteacher. The senior leadership team has been strengthened and extended.

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

- Ensure that all teaching is at least good with more that is outstanding in order to accelerate progress and raise attainment in reading, writing and mathematics by:
  - making sure that no learning time is wasted
  - ensuring that pupils are always clear about how well they are doing
  - giving more attention to improving pupils' spelling, grammar and punctuation and extending their vocabulary
  - improving teachers' marking so that pupils are clear about what they need to do to improve
  - checking that all tasks inspire pupils to work hard and do their best.
- Strengthen further the effectiveness of leadership, management and governance in order to increase the pace of school improvement by:
  - developing the role of subject leaders so that they, and all teachers, are fully involved in checking how well pupils learn in lessons
  - ensuring that plans for improvement are sharply focused on pupils' learning so that their impact can be rigorously evaluated
  - undertaking an external review of governance in order to assess how this area of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because too few pupils make good progress, particularly in Key Stage 1, and so standards by the end of Year 2, given pupils' previous starting points, are too low. The progress of most pupils in both Key Stages 1 and 2, including disabled pupils and those who have special educational needs, is now accelerating. This is because teaching has improved and pupils' progress is checked often. However, some are still catching up on learning that in the past has been inconsistent.
- Children start school with skills that are typically well below those expected for their age, especially in language, communication and social skills. The warm, caring, supportive approach of all adults in the Early Years Foundation Stage, combined with good teaching and provision, ensures that they make good progress in developing the knowledge, skills and understanding they need to learn well in Key Stage 1.
- In Key Stage 1, standards have been well below average in reading, writing and mathematics for five years with little sign of an improving trend in 2013. Too few pupils made good progress from their previous starting points. However, improvements to teaching are having a positive impact with standards starting to rise and progress beginning to accelerate. At present, attainment by the end of the key stage is closer to average than it has been at any time in the recent past.
- In Key Stage 2, school data and inspection evidence also shows that pupils' progress in reading, writing and mathematics is accelerating in most years as a result of the renewed focus on the need to drive up standards. For example, in Years 3 and 4 where pupils are still catching up, they are now writing more often for different purposes and solving mathematical investigations which are interesting pupils and boosting learning. In Year 6 in 2013, the proportion of pupils making expected rates of progress was above average in writing and mathematics, but below average in reading. However, the proportion of pupils exceeding the expected rate of progress was above average in reading, writing and mathematics. This provides evidence that standards improved compared to the previous year. Indeed, there is an improving trend in results since 2011 by the end of Key Stage 2.
- Despite clear signs of progress accelerating across the school, progress slows where there is weaker teaching. Furthermore, standards in spelling, punctuation and grammar are below average in most years because they are given too little emphasis.
- The achievement of the most able pupils is improving. This is because work is increasingly matched to their precise needs to enable them to make progress. However, in Year 2 in 2013, no pupil reached the higher Level 3 in mathematics, reading and writing and in Year 6 the proportion of pupils reaching the higher Level 5 was below average.
- The achievement of disabled pupils and those with special educational needs is improving. Although some make good progress, as seen for example in Year 6 in 2013 in mathematics, overall they make expected progress by the time they leave.
- Pupils receiving support through the pupil premium, including those known to be eligible for free school meals, make progress similar to that of others in the school. However, in 2013, the large group who receive support through the pupil premium made better progress than others in reading. Gaps are, therefore, much smaller than that exist nationally which provides clear evidence of impact in the way funds are being carefully targeted to help boost learning for these pupils. It shows, too, that equality of opportunity is being promoted better.
- In the most recent national checks at the end of Year 1 on pupils' ability to link letters to the sounds they make (phonics), not enough pupils achieved the expected standard. However, most pupils now make at least expected progress in learning to read accurately and fluently. As a result, from well below average starting points, the proportion of pupils reaching the expected and higher levels in reading by the time they leave Year 6 is rising and is only a little below the national average.

**The quality of teaching****requires improvement**

- Although teaching is improving and is now mostly good, it still requires improvement. This is because the quality of teaching in Key Stages 1 and 2 still varies between classes. Teaching over time has not been good enough to drive up standards in Key Stage 1.
- Pupils do not always learn at a good rate. This is because pupils sometimes do not know how well they are doing so they can see how much progress they are making. Some learning time is wasted because pupils are not given enough opportunity to work at their own rate to make best possible progress. Marking does not always make it clear enough to pupils what they need to do to improve. Sometimes, poor quality worksheets do not inspire pupils so that they want to do their best.
- Despite having to accommodate a significant number of staffing changes, school leaders have successfully addressed much of the weaker teaching practice and much teaching is now good. Nevertheless, teaching is still too variable, with outstanding and good teaching, teaching that requires improvement and inadequate teaching observed during the inspection.
- However, teaching in the Early Years Foundation Stage is consistently good and sometimes outstanding and this ensures that children get off to a flying start to their learning. All adults work hard to engage children in conversation, stimulate their curiosity, extend their knowledge, develop important skills and nurture independence. For example, children make dinosaurs using coloured shapes and boxes, build robots with bricks, and engage in conversation and imaginary play in a time machine.
- Outstanding teaching was seen in all key stages. For example, in a lesson in the Year 1 and 2 class, pupils of all abilities made outstanding progress in recognising, naming and describing two-dimensional shapes. This was because the lesson built skilfully on previous learning, work in groups was matched precisely to pupils' abilities and pupils were encouraged to share knowledge of what had been learnt. In another outstanding lesson in Year 6 in which pupils were improving their writing, the teacher demonstrated high expectations and gave pupils confidence so that they were willing to 'go the extra mile' to complete their best work.
- Strong relationships underpin learning and teachers give their pupils much encouragement. This ensures that pupils are keen to learn and there is a good working atmosphere. Teaching assistants skilfully ensure that pupils with special educational needs and those who receive additional funding through the pupil premium make progress at least similar to that of other pupils.
- The teaching of reading and writing is increasingly effective. Regular reading sessions are provided and pupils are heard read often to help their skills to develop. Improvements to the teaching of writing, with pupils provided with more opportunities to write, are helping to drive up standards. For example, pupils in Year 2 write riddles which include a simile, order a set of instructions correctly and write the beginning of a persuasive letter. Even so, too little attention by some teachers is given to improving pupils' spelling, grammar and punctuation skills and as a result, this continues to hamper their achievement in writing.

**The behaviour and safety of pupils****are good**

- The behaviour of pupils is good and is underpinned by good relationships at all levels. This is confirmed by records, observations and discussions with pupils.
- Pupils enter the hall for assemblies quietly, listen respectfully and answer politely. An assembly about 'friendship' attended during the inspection captured pupils' attention and reinforced the importance of working together. Pupils enjoyed performing the school song, showing that they take pride in their school and community. Indeed, spiritual, moral, social and cultural development, with its strong emphasis on care and consideration for others and ensuring that pupils have 'the right attitude', is at the heart of the school's work.
- Pupils' good behaviour is making a significant contribution to their improving achievement.

Almost all pupils have positive attitudes to learning. Classrooms are calm and orderly and most pupils apply themselves well, for example, during 'guided reading' sessions.

- When pupils are particularly motivated by the task, pupils' attitudes to learning are especially positive. For example, when Year 4 pupils were writing a diary entry, in which they were shown a video clip from the Olympic Games which fired their imagination, they showed a willingness to ensure that completed work reflected their best efforts.
- Behaviour is almost always managed well. Occasionally a few pupils lose focus on their learning when given work which does not inspire them. This means that pupils do not always make good progress. Very occasionally pupils demonstrate inappropriate behaviour, but pupils say that it is always 'dealt with' and that it never 'interferes with their learning'. Indeed most pupils and parents are unreservedly positive about behaviour. Pupils like the system in place to reward them for their efforts.
- Pupils enjoy school because they say that there is lots of 'fun learning' and 'teachers always help them'. This helps to explain their good punctuality and improving attendance, which is now broadly average. Attendance is continuing to improve because leaders' efforts to promote good attendance are successful.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and secure and understand the importance of safe practices. For example, they comment on the regular fire alarms and that all visitors in school must wear a badge. They have good understanding of different forms of bullying and say that it 'rarely happens', but that, when it does, all adults follow the behaviour code and apply sanctions consistently.

## The leadership and management

## requires improvement

- Leadership and management require improvement. This is because some of the many improvements a strengthened senior leadership team has introduced, such as to raise standards in writing by ensuring its promotion is high priority, have yet to see their full impact to help the school become good. The roles of new subject leaders are still developing. For example, they, and all teachers, are not yet fully involved in checking how well pupils learn. Furthermore, many priorities in the school improvement plan do not focus sharply on pupils' learning, and some lack precision to ensure that rapid progress towards their achievement can be measured accurately.
- As a result, the drive for the school to become good is not rapid enough. The governing body is improving its ability to hold the school to account. However, it is not yet fully effective in leading its direction.
- Nevertheless, a strengthened and extended leadership team, led by an experienced headteacher and including a high quality deputy, are determined to raise standards. Leaders are well-supported by all staff and governors. There is good team spirit, morale is high and all are committed to continued improvement.
- The local authority has worked effectively with teachers and the governing body to help provide well-focused challenge and support. New teachers have been successfully introduced to their school's way of working and teaching practices.
- The leadership of teaching is good. Professional development, including for the school's newly qualified teachers, informed by secure arrangements for checking teachers' work, is given much emphasis. However, changes in staffing have hampered efforts to ensure that all teaching is of consistently good quality. Nevertheless, arrangements to check the quality of teaching are accurate and increasingly focus on how pupils learn rather, than on how teachers teach.
- Regular arrangements for assessing pupils' skills from their start in school to when they leave and rigorous reviews of test results provide leaders with accurate information about how well pupils are doing. They use this information well to give immediate support to those falling behind and to set challenging targets to help accelerate progress. These arrangements provide further evidence of leaders' successful drive to raise standards.
- Topics and themes, such as, 'Superheroes' and 'Traders and Raiders', visits to places like Doncaster Museum and Robinwood, and after-school clubs, such as cricket and film clubs,

provide evidence of a varied curriculum. However, spelling, punctuation and grammar are given too little emphasis and some text book work and worksheets, such as in mathematics, do not enthuse pupils with a love of learning. As a result, progress slows.

- Good financial management ensures that the new primary school sport funding has been used wisely. For example, resources have been improved, coaches appointed to work alongside teachers and playground leaders chosen to help organise team games and physical activities when pupils are at play. As a result, pupils are developing healthy lifestyles, better physical well-being and are starting to improve their performance.
- Safeguarding and child protection arrangements meet requirements. For example, arrangements to access the building are secure to ensure that pupils are safe.
- There were not enough responses on the on-line (Parent View) questionnaire for inspectors to gain a view about parents' views. However, an analysis of a comprehensive questionnaire sent out recently to parents by leaders showed that parents are overwhelmingly supportive.
- **The governance of the school:**
  - The governing body is steadily increasing its involvement in the work of the school. For example, a school improvement committee meets regularly to analyse and report upon performance data and pupils' progress. Secure financial management has ensured that the pupil premium and sport funding have been carefully targeted to ensure that their impact can be evaluated. For example, an inclusion manager has been appointed to meet the diverse needs of pupils eligible for the pupil premium more effectively. The provision of an after-school Kwik cricket club has helped to instil discipline and build the confidence of those who attend. The governing body knows that the many pupils who benefit from pupil premium funding mostly make progress at least similar to that of their classmates and it is fully aware of recent and current staffing issues. However, not all governors know well enough what is working well and what needs doing. Although individual governors are increasing their knowledge of pupil progress, the governing body as a whole is not yet holding the school to account, nor leading its direction well enough.
  - An external review of governance should, therefore, be undertaken in order to assess how this area of leadership and management may be improved.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	106757
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	430857

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	322
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Mounsey
<b>Headteacher</b>	Simon Hickton
<b>Date of previous school inspection</b>	19 March 2012
<b>Telephone number</b>	01302 722353
<b>Fax number</b>	Not Applicable
<b>Email address</b>	headteacher@carcroft.doncaster.sch.uk

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