

Fieldhead Carr Primary School

Naburn Approach, Leeds, West Yorkshire LS14 2EG

Inspection dates

21–22 November 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders have acted with increasing purpose to halt a decline in pupils' outcomes since the last inspection. Their actions have brought about marked improvement to the quality of teaching, learning and assessment. Pupils' progress has improved considerably and is now good. Across the school, pupils' attainment in reading, writing and mathematics is rising quickly.
- As a result of good teaching and effective leadership, learning gets off to a good start in the early years. Children are well prepared for learning in Year 1.
- Across the school, pupils are responding well to the more challenging work they are now given. However, teachers' higher expectations are not yet fully reflected in pupils' outcomes. Leaders know that there remains scope to further increase the proportion of pupils reaching the higher standards by the end of each key stage.
- Leaders offer a rich curriculum that engages pupils' interests and inspires them to learn. Pupils enjoy coming to school and feel safe. As a result, their attendance is good.
- Most pupils behave well, show good attitudes to learning and take pride in their work
- A few pupils sometimes display very challenging behaviour that previous behaviour policies have not suitably addressed. Leaders are improving systems to manage the behaviour of these pupils, and as a result the number of exclusions is declining.
- Governors are a school strength. They know their school well and effectively hold leaders to account for their actions. Governors have the academic, social and emotional development of every pupil at the heart of their decisions.
- Middle leaders play an increasingly effective role in school improvement. Newly qualified teachers speak highly of the support and help they receive from colleagues.
- Although the large majority of parents and carers have positive views of the school, a small minority express concerns, especially about behaviour. Parents are not always kept well informed about the school's work.

Full report

What does the school need to do to improve further?

- Further increase the proportion of pupils reaching the expected and higher standard in reading, writing and mathematics at the end of each key stage by embedding new approaches to providing pupils with consistently challenging work.
- Develop effective systems and strategies to manage the challenging behaviour of a small number of pupils and, therefore, reduce the number of fixed-term exclusions.
- Strengthen communication and partnerships with parents so that they are kept well informed about the school's work and have good opportunities to share their views.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders and governors are ambitious for the school. They have established a culture that is firmly focused on pupils' achievement and welfare. Staff and pupils are proud of their school's motto, 'Love to Learn', and they recognise that, together, everyone still has new things to learn.
- Since the last inspection, there has been a decline in outcomes at the end of both key stage 1 and key stage 2. After her appointment, the headteacher took purposeful action. New and effective systems have been introduced to improve the quality of teaching, learning and assessment. New approaches to the teaching of reading, writing and mathematics are already paying off. Outcomes in 2018 improved significantly as a result. These approaches are now being extended into other curriculum subjects.
- Middle leaders say that they have been 'reinvigorated' by the curriculum they are currently developing and evaluating. It is still too early to see the full impact of this in pupils' work, but leaders have a desire to develop learning within their subject or area of responsibility so that all pupils can reach their full potential.
- The curriculum gives due weight to progression across a range of subjects, so that as well as English and mathematics, pupils study subjects such as science, history and art in depth. Educational visits enhance learning effectively. For example, after visiting a museum, pupils in Year 2 used their newly acquired historical knowledge to produce high-quality pieces of factual writing.
- Teachers enhance the curriculum further by providing extra lessons such as ballroom dancing, chess and cross-stitch. Pupils select their own area of interest and enjoy taking part in their own 'school university' each Friday.
- Leaders' sharper focus on checking how well pupils are learning in reading, writing and mathematics is helping to improve pupils' outcomes. Leaders initially focused on increasing the proportions of pupils reaching the expected standards. However, they are now building upon their success in this area to ensure that the proportions of pupils reaching the higher standards by the end of each key stage continue to increase.
- Wider leadership across the school is supporting improvement. Both acting headteachers have provided effective leadership that is valued by staff. Leadership of early years, English, mathematics and special educational needs is particularly effective. The effective contributions that leaders make in these areas mean that the school is well placed to continue improving.
- Staff, including newly qualified teachers, are proud to be part of the school. They benefit from a broad range of opportunities for their professional development, such as curriculum design and evaluations of newly introduced English plans.
- Leaders monitor the quality of teaching, learning and assessment thoroughly. They use this information well to identify where and what support is needed to strengthen the quality of teaching further. The impact of this work is reflected, for example, in the improved subject knowledge of members of staff.
- Additional funding for pupils with special educational needs and/or disabilities (SEND)

has a positive effect on learning for this group of pupils. From their different starting points, they are now making strong progress. The special educational needs coordinator deploys staff and resources effectively so that provision is well matched to pupils' needs.

- Leaders and governors ensure that additional funding for disadvantaged pupils is well spent. Leaders allocate extra resources to pupils to meet their ongoing review of pupils' needs. As a result, outcomes for these pupils have improved over time. In Year 6 in 2018, disadvantaged pupils' progress was above that of other pupils nationally in reading, writing and mathematics.
- The primary physical education (PE) and sport funding is used well. A close partnership has been developed with the Leeds United Foundation. Staff receive high-quality coaching to improve their skills. The PE leader monitors the impact of the coaching work and how the subject knowledge and confidence of members of staff are improving. Currently, pupils are being trained to be sports leaders. The aim is to improve sports provision at break and lunchtimes. Pupils are keen to have more activities at social times, although the few clubs the school has at the moment are popular. One pupil reflected the enthusiasm of many when he stated, 'I absolutely love the one-mile run.'
- The curriculum provides pupils with an understanding of British values, including democracy. For example, pupils apply for leadership roles in the school, such as the school council and Fieldhead Farmers. Pupils are proud of the 'Fieldhead Factors' and know these values of being resourceful, respectful, reflective, responsible, cooperative and having perseverance are key to being successful members of the school community.
- A small minority of parents are critical of how school leaders deal with any poor behaviour in school. While a handful of pupils sometimes present very challenging behaviour, most pupils behave well. Nevertheless, the school's current policy for behaviour does not meet the needs of all pupils. Senior leaders are now reviewing the strategies they use to manage very challenging behaviour. Leaders and governors recognise that there remains scope to improve communication with parents so that they are well informed about the school's work and have more opportunities to share their views.

Governance of the school

- Governors know the school well. They are not afraid to challenge and are determined to achieve the best for pupils. They have sourced external training, leadership and school-to-school support. This has strengthened the quality of leadership and teaching.
- Governors contribute effectively to strategic improvement planning and evaluation. They have challenged leaders to provide a more detailed account about the provision and outcomes of disadvantaged pupils and the most able pupils, so that they can hold leaders even more effectively to account.
- The chair of the governing body ensures that governors have a broad set of skills and are aware of their responsibilities. Governors have close links with the school council, which in turn models its meetings on those of the governing body, providing challenge to school leaders on a variety of issues.

Safeguarding

- The arrangements for safeguarding are effective.
- The designated safeguarding leaders have a good knowledge of their roles. They work closely with families and a range of agencies to ensure that additional help and support are timely and relevant.
- Leaders ensure that effective checks, systems and routines are implemented and that concerns are accurately recorded to keep pupils safe. The pastoral lead keeps detailed staff training records, with all staff undertaking a wide range of regular training, including the government's 'Prevent' programme and first-aid training.
- Pupils have a clear understanding of how to stay safe online. They say that they feel safe, and their parents agree.

Quality of teaching, learning and assessment

Good

- The teaching of reading has improved markedly. Leaders have introduced a book study approach, alongside reading books which are well matched to pupils' needs. As a result, pupils have a love of reading and are keen to use new vocabulary they have read in their written work. Teachers have good subject knowledge. They use this when questioning pupils about their comprehension of a text. For example, in Year 5, teachers' skilful questioning helped pupils to discuss similarities between rules in 'Kensuke's Kingdom' with those at Fieldhead Carr.
- The teaching of phonics is effective. Pupils who read with the inspectors used phonics as well as other reading skills to read with fluency and expression. They could self-correct when necessary and talk about their reasons for choosing different books from the school's reading scheme.
- To improve outcomes in writing, teachers have developed close links to reading. Leaders have introduced an approach to writing that promotes careful editing and drafting, with final pieces of work proudly published on displays around school. Adults quickly address misconceptions so that pupils make progress at each stage of the writing process. Leaders acknowledge that there is still further work to do to improve pupils' skills, such as in grammar, to ensure that a greater proportion of pupils achieve the higher standards.
- In mathematics, teaching has also improved. There is now a more consistent approach to learning. Expectations of what pupils can achieve are now higher, including for the most able pupils. As a result, outcomes continue to improve. Lessons are broken down into clear steps so that all groups of pupils are provided with more challenging activities.
- Adults use a range of strategies to manage and promote positive behaviour in lessons. Pupils' books show that they take pride in their work and are keen to improve it. Pupils are given time in lessons and in additional group work so that this can happen without delay. Pupils' attitudes to learning are positive.
- Teaching assistants are effective and well deployed. Along with teachers, they are also encouraging pupils to challenge themselves in their work. Adults strike a strong balance between developing pupils' self-confidence but also stretching them to help

them to reach higher standards. As a result, more pupils are now accessing the most challenging work, although this is not fully reflected in pupils' outcomes.

- Pupils enjoy their homework. They like having a choice of activities alongside daily reading. Teachers ensure that there are tasks from different areas of their curriculum, which in turn develop pupils' skills and knowledge.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that they feel safe. The curriculum provides opportunities for pupils to learn about safety, such as staying safe online and understanding their own emotional well-being. Leaders access a range of external support, for example counselling services, so that pupils have access to fully trained specialists.
- In lessons, pupils are reminded about what makes a good learner. Pupils are provided with helpful reminders in all lessons about good learning; therefore, pupils take pride in their work. They have high aspirations for the future, such as going to university.
- Pupils have many opportunities to develop their understanding of the world around them. Most recently, for example, this has taken place during Black History month. Assemblies are linked closely to the school's values so that pupils understand about what it is like living in modern Britain.
- Pupils say that in the past bullying was an issue, but that it does not happen any more. One pupil said, 'I feel way happier playing outside.' Random acts of kindness are part of the daily life at Fieldhead Carr, from pupils playing cooperatively at breakfast club to the joy and warmth they express when seeing others during lunchtime.

Behaviour

- The behaviour of pupils is good.
- Pupils' enjoyment of school is reflected in their improved attendance, which is now in line with the national average. Leaders are tenacious in checking that pupils attend regularly. Over time, the proportions of pupils who are regularly absent from school have been below average.
- Pupils move around the new building in a calm and orderly manner. In classrooms, where needed, there are particularly strong routines and expectations of behaviour. Pupils respond positively to adults' constant positive reinforcement of doing the right thing at the right time. As a result, pupils work hard and enjoy success in lessons.
- In recent years, the proportion of fixed-term exclusions has been higher than average. The number of pupils excluded increased during the 2017/18 academic year. This is because there are a small minority of pupils that present extremely challenging behaviours. In the past, the school's policy and approach to managing behaviour have not taken the more complex needs of these pupils effectively into account. The poor behaviour of a few pupils in the past continues to have a negative impact on the views

of some parents and pupils. However, leaders are already changing their approach, and this is starting to pay off with a reduction in exclusions.

Outcomes for pupils

Good

- In the early years, children’s learning gets off to a good start. By the end of Reception Year, the proportion of children reaching a good level of development is similar to the national average. Children make good progress from their starting points when they join school.
- Typically, an average proportion of pupils reach the expected standard in the Year 1 phonics screening check. However, in 2018, the proportion dipped and was below average. Leaders have responded quickly. Careful consideration is given to making sure that any pupils who do start to fall behind benefit from the highest quality of teaching. As a result, pupils are catching up quickly.
- At the end of key stage 1 in 2017, the proportion of pupils reaching the expected or higher standard in reading, writing and mathematics was below average. However, in 2018, the proportion of pupils reaching the expected and higher standard in all of these subjects improved considerably. Standards of attainment were in line with average. This reflects the improvements in the quality of teaching of reading, writing and mathematics. Inspection evidence shows that pupils currently in key stage 1 are making good progress.
- Published information from national tests and assessments indicates that, in recent years, pupils have not made good progress through key stage 2 in reading, writing and mathematics. In Year 6 in 2017, while a broadly average proportion of pupils reached the expected standard, few reached the higher standards.
- Leaders have revised the curriculum and successfully strengthened the quality of teaching to speed up pupils’ rates of progress across the school and to raise standards. This is paying off. In Year 6 in 2018, for example, pupils’ progress improved considerably, especially in reading. Pupils reached much higher standards than in 2017 and most were well prepared for learning at secondary school. The proportion of pupils reaching the expected standards in 2018 was slightly above average in reading, writing and mathematics. The proportion reaching the higher standard also increased, although it still lagged somewhat behind the national picture. Actions to further increase the proportions of pupils achieving the expected and higher standards by the end of each key stage are currently under way. Pupils’ work, for example, is now more challenging, including for the most able pupils. However, this is not yet reflected fully in pupils’ outcomes.
- The special educational needs coordinator ensures that effective tailored programmes of support are in place to meet the individual needs of pupils with SEND. Pupils make good progress from their different starting points.
- The progress of disadvantaged pupils has improved. Carefully targeted interventions, along with more effective assessment of their attainment and progress, have led to improved outcomes. By the end of key stage 2 in 2018, for example, disadvantaged pupils made stronger progress than other pupils nationally in reading, writing and mathematics.

Early years provision

Good

- A strong focus on children's personal development is evident across the provision for two- to five-year-old children. As a result, children are confident and happy learners. Good transition procedures ensure that children settle quickly to begin learning. Parents are regularly involved in their children's learning. Leaders recognise the importance of good relationships between school and home.
- Progress across the early years is good. Leaders accurately identify children's starting points, which this year are typical for their age. They plan activities and provision to meet children's varying needs and abilities. Ongoing assessments and observations provide staff with the information they need to make sure that children make good progress across the three early years settings. As a result, an increasing proportion of children start the Reception Year with skills and abilities that are typical for their age. Leaders are now identifying an increasing proportion of children that are capable of exceeding the early learning goals. Planning and provision are now being more appropriately adapted to reflect this.
- Children's behaviour is good because teachers regularly remind them about 'kind hands' and give praise for doing the right thing. Children enjoy activities to create special bonds, giving each other hugs or shaking hands when sitting on the carpet. Regular circle times provide opportunities for children to share news and talk about families and events that are meaningful to them.
- Teachers are skilful in their questioning, encouraging children to answer in sentences and providing good models when children struggle to answer. As a result, children develop speaking and listening skills quickly.
- The early years leader is passionate about providing a caring and nurturing environment where children flourish. She regularly monitors how staff interact with children across the provision to ensure that children are happy, ready to learn and achieve well.
- The use of key workers ensures that children form close and positive relationships with adults across the settings. Consequently, children develop independence skills quickly and are happy to work alone or with others.
- Adults receive regular training on all aspects of child protection, and the welfare requirements are fully met. Risk assessments are in place and, as a result, children learn in safe environments.
- Provision for two-year-old children meets the needs of the youngest children. High staff ratios ensure that children have many opportunities to play with adults, who engage them in their play. Adults follow the children's interests to help them extend their play and play alongside them to develop speaking and listening skills. Children are happy, well cared for and receive appropriate personal care when required.
- The use of online assessment enables parents to see what their children have been learning and make their own contributions.
- The teaching of phonics is effective. Activities are well matched to the needs of children. Children benefit from consolidating all known sounds through music and actions. Teaching assistants skilfully support any children who find whole-class work

difficult, sitting at the side of them and encouraging them to join in with singing and actions. One group of children enjoyed working in pairs to read simple sentences and matching them to pictures. Teachers give support when required and children are often praised. As a result, children are gaining confidence in their early reading. Reading books are well matched to children's phonic knowledge to provide some challenge for the most able readers.

School details

Unique reference number	107945
Local authority	Leeds
Inspection number	10047635

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair	Peter Gruen
Headteacher	Rebecca Vargassoff
Telephone number	0113 293 0226
Website	www.fieldheadcarr.leeds.sch.uk
Email address	b.vargassoff@fieldheadcarr.leeds.sch.uk
Date of previous inspection	15–16 October 2014

Information about this school

- Fieldhead Carr is an average-sized primary school. From September 2018, school has expanded to be a two-form entry starting in this year's Reception class.
- The school runs breakfast and after-school provision.
- A new purpose-built extension to the school was opened in September 2018.
- Most pupils are White British.
- The proportion of disadvantaged pupils is slightly above the national average.
- The proportion of pupils with SEND, including those with an education, health and care plan, is above average.
- The school has early years provision for children from the age of two. Children attend the provision for nursery on a part-time basis, and additional sessions can be purchased.
- At the time of the inspection, the headteacher was absent from school. Two part-time

acting headteachers have recently been appointed from within the school staff.

- The school makes use of a local authority specialist provision in a neighbouring school to meet the needs of some pupils.

Information about this inspection

- Inspectors observed teaching and learning in all classes across the school. Senior leaders accompanied inspectors during some of these observations.
- Inspectors listened to two groups of pupils read and held discussions with five further groups of pupils. They also talked informally with pupils around the school.
- Inspectors scrutinised pupils' work across the curriculum and across all year groups to determine the accuracy of assessment and the sustainability of pupils' progress.
- Meetings were held with the acting headteachers, senior subject leaders and lunchtime staff. Inspectors also met six members of the governing body, including the chair, and a representative from the local authority.
- Inspectors talked to parents at the start of the school day as well as taking account of the 84 responses to Ofsted's online questionnaire, Parent View, and the 78 free-text responses from parents. Inspectors also considered 35 responses to the staff questionnaire.
- Pupils' behaviour was observed during lessons, at playtimes and lunchtimes and around the school site.
- Inspectors examined several documents, including the school's self-evaluation, the school improvement plan and information relating to pupils' achievement, attendance and safeguarding.

Inspection team

Ian Clennan, lead inspector	Ofsted Inspector
Janet Lunn	Ofsted Inspector
Alison Ashworth	Ofsted Inspector

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