

Carr Lodge Academy

Grady Drive, Balby, Doncaster, South Yorkshire DN4 8GA

Inspection dates

22–23 January 2019

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	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The principal, working closely with senior leaders and governors, provides good leadership. The leadership team is strong and ambitious, and determined that every child will succeed.
- Leaders know the school inside out. They have pinpointed the right priorities for development and take decisive action to ensure the continual improvement of the school.
- Governors know the school well. They are ambitious and hold leaders to account well.
- Equally, the trust has an accurate view of the school. Its well-directed efforts have re-energised leaders and helped to improve all aspects of the school.
- The quality of teaching, learning and assessment is good. Developments in the quality of teaching have improved pupils' learning, particularly in mathematics. As a result, pupils make good progress and their attainment is above average at the end of Year 6.
- Children in the Nursery and Reception classes get off to a good start in their learning. They are well taught and enjoy the stimulating activities on offer, so they are ready for the demands of Year 1.
- Leaders ensure that arrangements for safeguarding are good. Safeguarding procedures are given the highest priority and are understood by staff. As a result, pupils feel safe and know help is always available.
- Pupils are courteous, considerate and keen to learn. They behave well in lessons and around the school. This contributes to a harmonious atmosphere in the school. Even so, a small minority of pupils do not uphold high standards of conduct at breaktimes.
- Teachers generally assess pupils accurately and match tasks to differing abilities. On occasion, tasks for the most able lack challenge. This slows their progress.
- The wider curriculum has been redeveloped to capture pupils' interests and it inspires pupils to want to know more. Even so, the high standards expected in pupils' work in mathematics and English are not mirrored in other subjects. This lack of consistency sometimes hinders pupils' progress.
- Some middle leaders are new to their role. They are keen and enthusiastic but their work is at an early stage and they have not had the opportunity to fully develop their key areas of responsibility and improve pupils' learning further.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching, learning and assessment by:
 - continuing to provide pupils, especially the most able, with more challenging work to enable them to reach the higher standards for their age in all aspects of their learning
 - ensuring that teachers have the same high expectations of pupils in all subjects and not just in English and mathematics.
- Further improve leadership and management by developing the role of middle leaders so that they are able to thoroughly check and improve the quality of pupils' learning across the curriculum.
- Improve pupils' behaviour by supporting the small minority of pupils who find it difficult to behave appropriately at unstructured times of the day.

Inspection judgements

Effectiveness of leadership and management

Good

- The experienced executive principal, principal and senior leaders work purposefully with each other to provide good leadership. Their close teamwork has secured good teaching and improved pupils' outcomes. Leaders model high expectations in all that they do, which has been crucial in the swift improvement of the school.
- With the support of the local authority and since joining the Exceed Learning Partnership, leaders and teachers have been reinvigorated. The collaboration and cooperation of leaders and governors have brought about both stability and improvement. As a result, the leadership of teaching and learning is strong and this is helping to secure better rates of pupil progress.
- Staff are proud to work at the school and are supportive of the recent changes. Teachers particularly benefit from sharing good practice with other schools in the trust. Leaders have created a culture where expectations are high and teachers can learn from one another and develop their skills further.
- Leaders are thorough in their analysis of what is working well and what needs further improvement. Leaders' self-evaluation is accurate because they leave no stone unturned. Leaders have detailed plans that pinpoint the correct priorities for improvement. As a result, governors are able to monitor and challenge effectively the progress the school is making. Nevertheless, some middle leaders are inexperienced and so they are not yet fully effective in bringing about improvements to the areas that they lead.
- Leaders make good use of the primary physical education (PE) and sport funding to provide a broad range of physical activities for pupils to participate in. These include netball, dance, gymnastics, boccia, athletics and cross-country running. Pupils are benefiting from competitive opportunities by taking part in inter-school sporting events. Teachers are supported in delivering high-quality lessons through bespoke support from subject specialists.
- Leaders have carefully reviewed the school's approach to the curriculum. The new thematic curriculum is based on developing pupils' vocabulary and a love of reading through reading a good range of reading books. Teachers plan a number of visits out of school to bring learning to life and capture pupils' interest. For example, pupils' knowledge of the local area was developed after studying transport in the locality. This in turn enabled them to compare and contrast modes of transport in Africa, gleaned from their class reading book. Leaders have a well-thought-out plan to develop pupils' skills in subjects other than in English and mathematics.
- The school has a thoughtful approach to developing pupils' spiritual, moral, social and cultural development. Leaders and teachers thread these aspects throughout the curriculum and assemblies. For example, pupils respect and appreciate the rich diversity in modern Britain through learning about the work of different artists and respecting difference through Black history month. Pupils also learn skills of democracy through being active members of the 'pupil parliament'.
- Leaders ensure that they use the pupil premium funding efficiently. The small number

of disadvantaged pupils varies in each year group. For this reason, comparisons between this group of pupils and other pupils nationally are not meaningful. Nevertheless, carefully targeted support ensures that the small number of disadvantaged pupils make good progress in all aspects of learning. In addition, leaders' tireless efforts have helped to improve these pupils' attendance to be in line with other pupils nationally.

- Leaders use the additional funding for pupils with special educational needs and/or disabilities (SEND) effectively. The newly appointed leader ensures that there is appropriate training in place for members of staff to enable them to plan carefully for these pupils and provide the right support in lessons. Teaching assistants also provide timely support during the day. External support is organised when necessary to meet pupils' needs.
- The vast majority of parents and carers are supportive of the school and particularly value the care and support the school provides. One parent commented, 'Carr Lodge is extremely well managed by a very focused, positive and passionate principal.' Leaders are not complacent and have sought the views of parents. Leaders have listened to their views and acted upon their responses. For example, leaders are improving the flow of communication between school and home.

Governance of the school

- Governors are ambitious for the school and take their role very seriously. They are regular visitors into school, which enables them to be fully involved and learn first-hand about the school.
- Governors have attended a wide range of training and so they are knowledgeable and skilled in the way they carry out their role. Governors have also ensured that pupils' welfare is at the heart of decision-making.
- A striking feature of governors' work is the way in which they hold leaders to account. Governors link their school visits to the overall development plan. This enables them to channel their efforts and keep a watchful eye on how well the school is working towards its ambitious targets.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture of safeguarding across the school. They ensure that staff are well informed and well trained so that they are alert to any potential warning signs that pupils may present.
- All staff follow the rigorous procedures for reporting concerns should they arise. Leaders act quickly on information to work with and provide caring support to vulnerable families as required.
- Leaders ensure that stringent checks are made on all staff before they begin work at the school to ensure that they are suitable to work with children. Several senior leaders and an appointed governor are trained in safer recruitment and ensure that all recruitment procedures are robust.

Quality of teaching, learning and assessment

Good

- School leaders have been relentless in improving the quality of teaching, learning and assessment. As a result, the quality of teaching has improved over time and is now good.
- Teachers plan lessons that engage and motivate pupils. Teachers and teaching assistants have high expectations of what pupils can achieve. In turn, pupils respond positively and set high expectations for what they themselves can achieve. This is helping more pupils to reach the higher standards. Even so, the level of challenge for pupils, particularly the most able pupils, is inconsistent across year groups.
- The way in which teachers plan for and teach writing is effective. Teachers use a broad range of reading books to inspire and to widen pupils' vocabulary, and accurate spelling is promoted well. Pupils use their new-found vocabulary to produce lively writing. Pupils get the opportunity to apply their writing across the curriculum. For example, pupils produced a well-balanced piece of writing about whether man landed on the moon or not. Nevertheless, teachers do not always expect pupils to apply the same high standard of basic skills in lessons outside of English and mathematics.
- The teaching of reading is very effective. Leaders have increased the breadth of reading books in each class. Pupils' love of and enthusiasm for reading is helping them to develop their skills of independent learning, such as research, and to increase their reading stamina. In turn, they make good progress in reading.
- The teaching of mathematics has been a focus for leaders. The result of substantial training has meant that this subject has gone from strength to strength, particularly at key stage 2. Teachers have a secure subject knowledge which enables them to teach mathematics in a systematic way. Pupils benefit from clear explanations and a range of resources to help them deepen their understanding. Pupils of all abilities are given a broad diet of activities in which they can be independent and apply their skills.
- Teaching assistants are well trained and assist teachers very well to make a valuable contribution to pupils' learning in lessons, particularly for pupils with SEND. Teaching assistants listen and watch pupils carefully to assess their needs well. In these situations, they intervene and use a range of practical resources to explain and break learning into smaller, bite-sized steps for pupils.
- The rigorous and systematic teaching of phonics enables pupils to acquire early reading skills. Pupils use a range of strategies to decode and make sense of unfamiliar words. This helps pupils to get off to a fast start in their early reading.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' attitudes to learning are good. They work hard in lessons, are keen to succeed and demonstrate pride in their work. Teachers promote the school values to improve

the rate at which pupils learn. As a result, pupils are developing resilience and taking more responsibility for their own learning.

- Pupils say that bullying and racist incidents are rare. Pupils know that help is always on hand should bullying occur. They have every confidence in adults to resolve issues quickly.
- Pupils value and have ample opportunities to take on leadership responsibilities in the school. For example, pupils have to write a job application to become a playground leader and produce a manifesto to be part of the 'pupil parliament'. Consequently, this develops pupils' skills in understanding democracy. Pupils enjoy these opportunities to be involved in the smooth running of the school.
- Pupils enjoy opportunities to participate in a wide range of activities to develop their knowledge of physical fitness and good health. Pupils enjoy participating in the 'daily mile' and taking part in a wide range of sports on offer during the school day and after school.

Behaviour

- The behaviour of pupils is good.
- Pupils behave and concentrate well in lessons. Pupils' good learning habits are underpinned by their positive attitudes to learning. The school is an attractive, orderly and calm environment, which makes a harmonious learning community. However, a small minority of pupils find it difficult to behave appropriately when unsupported, namely at breaktimes.
- The school's records relating to poor behaviour show a significant reduction in the number of incidents. All staff promote effectively Carr Lodge's 'golden rules' that promote positive relationships between adults and pupils. Pupils understand these rules and enjoy being rewarded for their good behaviour and good manners.
- The school has worked hard to improve attendance, which is closely monitored by leaders. Leaders have given attendance the highest priority. They have liaised with an Educational Welfare Officer and introduced new procedures to improve attendance. Pupils enjoy assemblies where they receive certificates and prizes for high attendance. These strategies have successfully improved attendance so that overall attendance is slightly above the national average figure.

Outcomes for pupils

Good

- Current pupils in the school are making good progress because of leaders' and teachers' raised expectations. Many parents recognise the rapid improvements in their children's learning because of skilled staff and the effective support from senior leaders. One parent summed up the view of many stating, 'My child is coming on leaps and bounds.'
- The inspection findings confirm parents' view that attainment and progress are improving throughout the school. As a result, outcomes for pupils in the early years, in the phonics screening check and at the end of key stage 2 have improved in 2018, particularly in reading and mathematics. Pupils are increasingly well prepared for their next stage of education.

- Since the school opened, the number of pupils has increased year on year. The school's assessment information indicates that pupils, considering their different starting points, make good progress.
- The proportion of pupils meeting the expected and greater depth standards at the end of key stage 1 declined from above average in 2017 to be broadly in line with the national average in 2018. Leaders have wasted no time in addressing this dip in performance. Assessment information and the work in pupils' books indicate that current pupils in Year 2 are again making good progress from their different starting points.
- Leaders and teachers have ensured that, across year groups, pupils make good progress in reading and writing. Over the past two years, pupils' progress has strengthened in all subjects by the end of key stage 2. Pupils' progress in 2018 at the end of key stage 2 was strong in mathematics. Nevertheless, the level of challenge provided for pupils, including the most able, is inconsistent and hinders pupils in reaching the standards they are capable of.
- Pupils make strong progress in mathematics due to the effective strategies to deepen pupils' understanding of key concepts. Pupils get the opportunity to apply their skills when grappling with tricky problems. For example, pupils enjoyed the challenge of finding fractions that were equivalent to one another.
- The teaching of early reading is a strength. As a result, by the end of Year 1, pupils gain a good grasp of letters and the sounds they make. In 2017 and 2018, an above average proportion of pupils met the expected standard in the phonics screening check by the end of Year 1.
- The small number of pupils with SEND make good progress in reading, writing and mathematics. The special educational needs coordinator provides training to enable staff to identify and plan precisely for these pupils' needs. This leads to good progress.
- The very small number of disadvantaged pupils in some year groups means that caution is needed when comparing the results from national tests with other pupils nationally. Even so, school assessments, pupils' responses in class and workbooks show that these pupils make good progress from their starting points.
- An analysis of pupils' work shows that they are starting to acquire good knowledge, skills and understanding in a wide range of subjects. For example, pupils have good investigative skills in science and produce skilful art work.

Early years provision

Good

- The effective leadership of the early years has led to secure and sustained improvements in provision and teaching since the school opened. Adults use assessment information of what children can do to provide stimulating activities that help them to develop their skills in all that they do. Children develop good skills in their reading and writing. Children enjoyed the challenge of being a 'phonics detective' to blend sounds together to read new words. Nevertheless, as with the rest of the school, the level of challenge needs to be increased for children to reach the standards they are capable of.
- Children's skills and abilities when they start in Nursery and Reception vary but are

typical for their age. From their individual starting points, children, including those who are disadvantaged, make good progress. Inspection evidence shows that boys in particular are now making better gains in their learning than in previous years. Children new to English settle well and make good progress from their starting points. As a result, children are well prepared for the demands of Year 1.

- The vibrant indoor and outdoor learning environments, coupled with well-thought-out activities, capture children's imagination well. Teachers have revitalised the themes children learn about. The current 'earth and space' topic has enthused children, including boys.
- The outdoor area is particularly well-used as an extension of the indoor classroom. The outdoor area has a range of inviting resources to encourage children to learn independently as well as with others. The resources encourage children to explore and be inquisitive. For example, children worked sensibly and cooperatively taking turns together to create a 'moon buggy' to collect treasure on the moon.
- Staff work together as a cohesive team. Their teamwork ensures that children settle well and adhere to established routines. Adults know children very well from using a range of observations. They use this knowledge well to plan and pitch activities accurately to develop children's skills.
- Children enjoy being together and happily talk to each other during different times of the day, including snack time. These situations are happy occasions and teach children about healthy eating and good manners as well as developing their social interaction.
- Early years staff ensure that children are safe and well cared for. Safeguarding policies linked to the early years provision are implemented consistently. Staff ensure that the environment is safe and that all statutory requirements are met.
- Parents are pleased by the provision afforded to their children. They shared very positive views about the friendliness of staff and the progress their children are making.

School details

Unique reference number	140353
Local authority	Doncaster
Inspection number	10048308

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	Board of trustees
Chair	Ben Haggerty
Principal	Richard Tuddenham
Telephone number	01302 230700
Website	www.carrlodgeacademy.org
Email address	enquiries@carrlodgeacademy.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is larger than the average-sized primary school.
- Carr Lodge opened as a sponsor-led academy on 1 September 2015 and is part of the Exceed Learning Partnership. A local governing body serves the school.
- Pupils are taught in single year-group classes.
- The majority of pupils are of White British heritage. Increasing numbers of pupils are from a range of minority ethnic backgrounds. A small proportion of pupils speak English as an additional language.
- The number of disadvantaged pupils supported by the pupil premium is below average.
- The proportion of pupils who have support for SEND is below the national average. The proportion of pupils who have an education, health and care plan is smaller than average.

- The school provides out-of-school care in the form of breakfast and after-school clubs.

Information about this inspection

- This is the first inspection of Carr Lodge Academy since it opened on 1 September 2015.
- The inspectors observed learning in all classes, sometimes jointly with senior leaders.
- Inspectors spoke to many pupils formally during lessons, during a scheduled meeting and informally at playtimes.
- Meetings were held with governors, senior and middle leaders, a representative from the local authority and two representatives from the multi-academy trust. Inspectors spoke to some parents at the start of the school day.
- The inspectors scrutinised work in some pupils' books and listened to several pupils read. Inspectors examined a wide range of school documents. These included the school's self-evaluation, the development plan, governing body minutes of meetings, behaviour and attendance records, information about the progress of pupils and documents relating to safeguarding.
- Inspectors considered the 77 responses to Ofsted's online survey, Parent View, and the 79 free-text comments from parents. They also took into account the 14 responses to Ofsted's staff questionnaire and the 69 responses to Ofsted's pupil survey.

Inspection team

Brian Stillings, lead inspector	Ofsted Inspector
Rebecca Clayton	Ofsted Inspector
Natasha Greenough	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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