

# Carfield Primary School

Argyle Close, Sheffield, South Yorkshire S8 9HJ

## Inspection dates

5–6 February 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- After a period of considerable staff turbulence, the executive headteacher has successfully addressed staffing issues. As a result, the quality of teaching has improved rapidly.
- The executive headteacher has created a culture where leaders at all levels are inspired to develop their subject areas. This means that most leaders have a positive effect on the quality of teaching. However, some middle leaders do not check carefully that their actions are making a positive difference for all pupils.
- Although the progress of disadvantaged pupils is increasing, not all achieve as well as their peers.
- Governors challenge and support senior leaders robustly. Members of the governing body have a deep knowledge of the school's strengths and weaknesses.
- The teaching of mathematics has improved considerably. Teachers are now developing pupils' reasoning and fluency skills, and as a result pupils' progress is accelerating.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils learn about different faiths and cultures and the importance of respect towards those who are different from themselves. Pupils are well prepared for their lives in modern Britain.
- The quality of teaching, learning and assessment is improving. Teachers are using accurate assessment information more incisively. They plan work at just the right level of difficulty for most pupils with low and average starting points. Teachers do not, however, challenge the most able pupils consistently well.
- Although teaching has improved, inconsistencies within some year groups persist. Teachers' expectations are not as high in these classes, and assessment information is not used as well as it could be to plan tasks and learning, especially in writing. Some pupils' handwriting and presentation are variable in quality.
- Pupils are extremely polite and their behaviour is good. Pupils are, rightly, very proud of their school. They enjoy learning and are independent, confident and articulate.
- Children make a strong start in the early years. Most leave Reception well prepared for Year 1.
- Pupils' attendance is improving. Some disadvantaged pupils, however, do not attend school regularly enough. This is slowing their progress.
- Leaders' focus on sport and physical education (PE) promotes healthy living effectively.

## Full report

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

- Further improve the quality of teaching and so raise pupils' attainment by ensuring that:
  - all teachers consistently plan work that challenges pupils, particularly the most able, effectively
  - all pupils are given opportunities to write at length and use mathematics across the curriculum
  - teachers' expectations of handwriting and presentation are consistently high and made clear to all pupils
  - the most effective practice in teaching is replicated across all classes within year groups.
- Further improve the effectiveness of leadership by ensuring that:
  - all middle leaders measure precisely the extent to which their actions are making a positive difference to the quality of teaching and achievement of pupils
  - there is consistency among teachers in the quality of planning and teaching across the curriculum
  - communication between staff and parents and carers continues to develop
  - the attainment of disadvantaged pupils accelerates apace and they achieve as well as their peers.
- Improve the attendance of disadvantaged pupils who are frequently absent to ensure that they are in school learning and making consistently good or better progress.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the executive headteacher was appointed in September 2018, she has effectively addressed pressing issues and swiftly improved the school. She has stabilised the staffing situation, introduced a new assessment system and created a new leadership structure. These strategies are having a positive effect on the quality of teaching and learning.
- The executive headteacher has developed a culture that ensures that staff are very committed to, and passionate about, improving teaching and outcomes for all pupils. As a result, the quality of teaching and current pupils' progress have improved considerably.
- In the years following the previous inspection, a high turnover of staff and staff illnesses affected the quality of education at the school. Pupils' progress was not as strong as it could have been. However, leaders have worked hard to address inconsistencies in staffing and are developing a strong staff team.
- Leaders know the school's strengths and understand which areas need further development. The effectiveness of their work with staff has strengthened teaching and has sharply improved the standard of pupils' reading, writing and mathematics in key stages 1 and 2. These vital steps forward show that the school is well placed to improve further.
- Middle leaders are very passionate about their roles and responsibilities. They are taking a lead in driving improvements in their subjects. Middle leaders relish being empowered by senior leaders. One leader said, 'We have the freedom to be able to do what we want to do to improve our subject.' Nevertheless, not all middle leaders fully evaluate the effect of their work on pupils' outcomes or the quality of teaching.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils learn about different faiths and cultures and the importance of showing respect towards those who are different from themselves. Pupils are well prepared for life in modern Britain.
- The sports leader makes good use of the primary physical education and sport funding to provide a varied diet of sporting opportunities for pupils to engage in. These include gymnastics, dance, cheerleading, football and athletics. The sports leader has a very sound knowledge of the effect of the sports premium and is driving this area of the curriculum with renewed vigour and enthusiasm.
- Music has a high priority throughout the school. Staff run a summer music festival. Local bands, parents, staff and pupils come together to perform. In addition, several opportunities are provided for pupils to learn an instrument, including the ocarina, ukulele and tin whistle, as well as to play in a folk band.
- Pupils' learning is enriched with a wide range of activities. These include trips and visits to a space centre, local museums and residentials in Years 4, 5 and 6. Leaders ensure that the curriculum has a strong emphasis on providing pupils with memorable experiences and encouraging them to develop their curiosity. In addition, there is a wealth of extra-curricular activities on offer in after-school clubs such as music, dance,

art and craft, and sports. Pupils enjoy these experiences, which have a positive effect on the way they view school. However, at times the depth of learning that takes place in the foundation subjects is inconsistent across the school.

- Support for newly qualified teachers is effective. These staff say that they are given appropriate training and support.
- Staff morale is improving. Most staff say that there has been an improvement in communication with them and greater direction from leaders. However, some staff still say that communication, especially about pupils' lunchtime behaviour, needs improving.
- The vast majority of parents are positive about the school. They too have seen an improvement in communication systems and say that the school is improving, as typified by one parent's comment, 'the executive headteacher is transformational and inspirational.' However, some parents still say that aspects of communication and the consistency of teaching could be improved.

### **Governance of the school**

- The governing body is well led by an experienced and passionate chair and vice-chair. They are forward-thinking and have implemented an effective system for succession planning within the governing body.
- Governors rigorously hold leaders to account. They have a good understanding of the school's strengths and areas for improvement. Governors have worked very closely with the local authority and appreciate the support commissioned by Learn Sheffield. As a result, the quality of governors' effectiveness has improved rapidly.
- Governors have a strong understanding of how leaders spend the pupil premium funding. They ensure that this additional funding is being used with increasing effectiveness by senior leaders to improve outcomes for disadvantaged pupils. Governors' challenge to leaders, however, has not yet been fully effective in eradicating the differences between disadvantaged pupils and their national peers or improving the attendance of disadvantaged pupils who are regularly absent from school.
- Governors have an accurate understanding of how the funding for pupils with special educational needs and/or disabilities (SEND) and the funding for PE and sport is used. They can talk with confidence about the effect funding has on pupils and their outcomes.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders, staff and governors undertake regular training to support them in understanding the various aspects of safeguarding, for example to prevent radicalisation and extremism. They understand and can explain their duties and responsibilities for keeping pupils safe.
- Safeguarding records are of a high quality and clearly demonstrate the commitment of leaders and staff to keeping pupils safe.

## Quality of teaching, learning and assessment

**Good**

- Following considerable improvements over the last year, the overall quality of teaching and learning across the school is good in reading, writing and mathematics. Teachers now have a clear understanding of what must be taught in each year group and what pupils should achieve by the end of the academic year.
- Overall, teachers use the new assessment systems more accurately to review what pupils can do and then plan work which meets their learning needs. This enables pupils to make better progress in reading, writing and mathematics. However, some teachers do not use assessment information well enough, especially in writing. This means that they provide pupils, particularly the most able, with work that is either too easy or too hard. As a result, some pupils do not make the progress they should.
- Teachers probe pupils' understanding through effective questioning. As a result of the positive relationships between pupils and their teachers, pupils are confident to answer questions and contribute to class discussions.
- Teachers develop pupils' vocabulary well across the school. Specific teaching is in place to address any gaps in pupils' vocabulary knowledge.
- The majority of pupils respond well to teachers' expectations by taking pride in their written presentation, which is generally good. Where there is any variation, this is linked to a lack of consistency from the teacher about how pupils should set out work and the high expectations of handwriting and presentation required.
- The teaching of mathematics has improved considerably. Teachers now develop pupils' skills of mathematical reasoning and fluency. Most teachers use questioning well to check pupils' understanding during lessons. Pupils say that this helps them because they know what they are doing well and where they need to improve. Pupils say that they really enjoy mathematics and 'it's fun.'
- Pupils' books show that most of the time pupils work hard and achieve well. However, a small minority of pupils' books show that work is of a lower standard than that which pupils are capable of. This is particularly so with the most able pupils.
- Although the teaching of writing and mathematics has improved, there are only limited opportunities for pupils to develop their abilities to write at length and to use their mathematics skills across the curriculum, other than in Year 6. At times, learning opportunities are missed to enhance these skills.

## 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 are safe. The majority of staff and parents who responded to Ofsted's staff survey and to Parent View, Ofsted's online parent questionnaire, agree that pupils are safe in school.
- Pupils generally take pride in their work; however, when teachers do not make their expectations clear, some pupils do not try their best. The quality of pupils' handwriting and presentation is variable in some classes.

- Pupils are very aware of the potential dangers while using the internet. They are taught about online safety measures and understand how to stay safe.
- Pupils have a clear understanding about different faiths and cultures. They say that all people are respected at Carfield and that 'everyone is treated equally – we're always kind to people. If someone was gay, they wouldn't be treated differently.'
- There is a palpable feeling of pride among pupils, with one pupil saying, 'Everyone comes together as one equally; we're not passengers, we're crew.'
- British values and pupils' spiritual, moral, social and cultural development run through the heart of the school. Strong values of mutual respect are visible in the conduct of pupils throughout the school. Celebrations of differing cultures are planned carefully through well-thought-out activities.
- The school's breakfast club provides healthy breakfasts and a positive, calm start to the day.

## Behaviour

- The behaviour of pupils is good.
- Pupils are polite, courteous and well mannered. There is respect between adults and pupils, and pupils and their peers. Pupils are well behaved in and outside of lessons. They move around the building carefully and with respect for others.
- Pupils at Carfield are usually very engaged in their learning and work well in groups and independently.
- Pupils are happy and confident individuals. They are kind to each other and politely greet adults with a 'Good morning', while helpfully holding doors open.
- Pupils told inspectors that there is no bullying at the school and say that they are confident that adults will deal with any concerns if they arise.
- Pupils' attendance is in line with the national average. However disadvantaged pupils miss school more frequently than other pupils. As a result, some miss learning and therefore do not make as strong progress as their peers.

## Outcomes for pupils

**Good**

- Pupils' attainment and progress are improving in each key stage. Good teaching, learning and assessment lead to good outcomes.
- Leaders' records on the progress of current cohorts of pupils in both key stage 1 and key stage 2 show that the strategies to improve pupils' outcomes are effective. The results of assessments conducted during the autumn term, as well as pupils' work in their books, provide evidence that the vast majority of pupils are making good progress across the curriculum. Where pupils are making less progress, leaders are aware and putting support in place to help pupils to catch up rapidly.
- In 2018, by the end of key stage 2, pupils' attainment in reading and writing was broadly in line with the national averages. However, their progress in these subjects across key stage 2, over time, has been inconsistent. This is because there has been

instability in staffing. Work in pupils' books and leaders' assessment information show that currently Year 6 pupils are making effective progress.

- Strategies to improve pupils' attainment and progress in mathematics, which was the subject in which pupils were the least successful at key stage 2 for the past three years, are having a positive impact. Pupils are more confident with solving mathematical problems and their number fluency is improving. Pupils' work in books and assessment information show that they are achieving better than in previous years, in both key stage 1 and key stage 2.
- Effective intervention actions are being used to support pupils to make strong progress to address their gaps in learning. The very skilled intervention teacher ensures that support is short term and effective in filling gaps in pupils' knowledge and/or understanding in subjects.
- Well-organised learning activities ensure that pupils with SEND have their needs identified swiftly and that appropriate support is put in place. Consequently, pupils with SEND make appropriate progress over time in reading, writing and mathematics.
- The progress of disadvantaged pupils is an area on which leaders have a strong focus. The deployment of dedicated staff and the use of additional resources have a positive effect on improving the progress of this group of pupils. Currently, across all year groups and in each subject, including English and mathematics, disadvantaged pupils are making good progress from their lower starting points. This means that although they are attaining below their peers, they are catching up.

## Early years provision

**Good**

- Leadership of early years is strong. Leaders are clear about the issues they have to address to ensure that children in Nursery and Reception classes continue to make good or better progress. Adults have a good understanding of how young children learn. Very detailed assessments identify clear areas for development for children, and teaching is good.
- Teachers skilfully use what they know about children's interests and learning to plan exciting activities and a broad range of learning opportunities. Teachers work very closely and effectively with other adults in the early years to support the children's learning.
- Disadvantaged children make less progress in early years than other children. Leaders are aware of the differences in outcomes that need closing for this group of children. They have begun to address underlying issues, but it is too soon to measure the full effect of their actions.
- The majority of children join the school with skills that are typical for their age. Adults know the children well and provide good support and encouragement. As a result, the proportion of children who achieve a good level of development by the time they leave Reception is above national levels, with an increasing proportion of children exceeding the early learning goals.
- Routines are well established, and children show skills of independence in their learning. They select their own resources and know how to tidy away. Children play together and can share and take turns. For example, children in Reception waited

patiently for their turn when reading in pairs during a phonics session. They are beginning to concentrate well for longer periods of time.

- Children have very strong relationships with each other. For example, during the inspection a child was observed struggling to put on an apron; without prompting, another child sensitively provided support to help put the apron on.
- Safeguarding is effective. The early years staff provide a caring and safe environment for children. All members of staff involved in the Nursery and Reception Year are up to date with child protection policies and safeguarding processes and are very vigilant in their approaches.
- The learning environment, both indoors and outdoors, is inviting and well organised. The curriculum is rich and provides a well-balanced diet of adult-led and independent activities to support children's personal and academic development.
- Communication with parents in the early years is a strength. Leaders work closely with parents to develop a curriculum that is meaningful to the children. Parents are actively and effectively involved in helping to establish their child's starting points when they join Nursery.



## School details

Unique reference number	107087
Local authority	Sheffield
Inspection number	10059034

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	626
Appropriate authority	The governing body
Chair	Alexandra Goodwin
Headteacher	Lorna Culloden Wendy Edwards (Executive Headteacher)
Telephone number	01142 557534
Website	<a href="http://www.carfieldprimary.co.uk/">www.carfieldprimary.co.uk/</a>
Email address	<a href="mailto:enquiries@carfield.sheffield.sch.uk">enquiries@carfield.sheffield.sch.uk</a>
Date of previous inspection	13–14 October 2016

## Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium funding is average.
- The executive headteacher was appointed in September 2018, due to the substantive headteacher being on long-term leave.
- Pupils in the school come from 17 different ethnic groups.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils with SEND is below the national average.
- The school runs a breakfast club.
- The early years has a Nursery, where children attend either in the morning or in the afternoon.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. A number of observations were carried out jointly with the executive headteacher, deputy headteacher and assistant headteacher.
- Inspectors looked at pupils' work, listened to pupils read and talked to them about their learning and their experiences at school.
- Discussions were held with school leaders, staff, members of the governing body and a representative from Learn Sheffield on behalf of the local authority.
- Inspectors checked the school website and evaluated a wide range of school documents, including the school's self-evaluation, information about pupils' progress, behaviour and attendance, and records of admissions and safeguarding.
- The inspection took account of 115 responses from parents to the Ofsted online questionnaire and inspectors also spoke to parents from a range of year groups.
- Inspectors also took into account the one response to the pupil survey and the 49 responses to the staff questionnaire.

## Inspection team

Eve Morris, lead inspector	Ofsted Inspector
Angela Harper	Ofsted Inspector
Andy Taylor	Ofsted Inspector
Angela Whistler	Ofsted Inspector

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