

Inspection of Clifford All Saints CofE Primary School

108 Psalter Lane, Sheffield, South Yorkshire S11 8YU

Inspection dates: 1–2 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this school?

Strong family values are at the centre of everything the school does. Pupils, parents and staff are proud to belong to this inclusive, happy and exciting school. Staff know pupils well. Positive relationships are formed in the first few weeks. Staff are vigilant about pupils' safety. Pupils say that they feel safe and staff value them. Parents feel assured that their children are well cared for. Any concerns are dealt with effectively by the headteacher and staff.

Pupils say there is no bullying. Parents agree. Pupils know how to conduct themselves. Behaviour is good. Pupils learn strong moral values. They listen to teachers and to each other. On occasion, when pupils are not interested enough in their learning, they become inattentive and restless.

Pupils know that teachers expect them to work hard. Most lessons are well matched to meet the needs of pupils. Pupils enjoy the exciting activities that help them to learn. Parents say that they are pleased with the progress their children make and how enthusiastic they are about their work.

Parents are exceptionally positive about all aspects of the school. They particularly like the emphasis on music. All pupils learn to play the recorder. Some pupils play in the community orchestra. Most enjoy residential visits where they learn about the world around them.

What does the school do well and what does it need to do better?

The curriculum in English, mathematics and music is well designed. Work in these subjects is carefully planned and taught well. Teachers know what they want pupils to learn. The knowledge which pupils need to remember in each subject is clear. Most pupils achieve the expected standard in reading, writing and mathematics for their age.

Reading is prioritised and taught well. Extra reading clubs before school provide additional support for pupils who need more practice. Pupils say they like reading and are good at it. They like having time to read books from the library each week. Leaders take care to check and increase pupils' reading choices. Older pupils say they enjoy some of the books they are asked to read.

Leadership is strong. Governors are dedicated. They understand what they need to do and take their work seriously. They also know the headteacher's workload needs careful consideration.

Planning in some subjects is less developed. In science, it is not always clear what pupils should know and remember over time. Staff are in the process of developing more precise plans across science and other foundation subjects.

In most classes, pupils behave well. They take turns, talk quietly with partners and share their ideas. Sometimes, at the start of lessons, pupils spend too long on simple tasks. Some pupils become bored waiting for others when they have completed the work.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Teachers adapt their planning in order to meet the wide range of needs in their class. Staff work well with other professionals to set and review appropriate targets for pupils.

Clifford All Saints supports a range of local charities. Links with local churches are strong. Pupils regularly donate items to foodbank boxes. They are encouraged to think about the needs and experiences of others.

Most children leave Reception able to read. They can also write simple sentences correctly. Many teaching activities develop early reading and writing skills. Outside, children play with magnetic letters to create words and read them. Other children play in the sand. They use fine brushes and sticks to write letter shapes. Games and activities inside the classroom help children to remember the sounds and tricky words they have learned. Children have a good understanding of numbers. This is because work is planned carefully.

The early years curriculum is well planned to meet the needs of children. Learning is sequenced carefully. Children develop the skills and knowledge they need to help them later in school. Connections are made between subjects. This helps children make sense of the world around them. In learning about space, story books link to the topic, children write about space, design and create space ships in the construction area and carefully cut out pictures of the 'alien's underpants'!

Safeguarding

The arrangements for safeguarding are effective.

Children are well cared for by all staff. Staff know the signs of child abuse and the school's procedures for reporting any concerns. Parents trust staff to keep their children safe. Pupils know who to go to if they are worried.

Staff recruited to work and those who volunteer receive the necessary safeguarding checks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some foundation subjects are not yet planned or sequenced well enough. Leaders have already taken action to start to address this. They should ensure that their plans for these subjects are implemented fully so the foundation curriculum builds

pupils' knowledge and skills over time.

- At times, pupils are not fully engaged in their learning, particularly at the start of lessons. Leaders should ensure that all teachers maximise the amount of time pupils spend learning.

How can I feedback my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	107150
Local authority	Sheffield
Inspection number	10110529
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair of governing body	Craig Burton
Headteacher	Sue Preston
Website	www.cliffordallsaints.sheffield.sch.uk
Date of previous inspection	20 January 2017

Information about this school

- Since the previous inspection the school has undergone significant changes. The school became a primary school from September 2018. Currently the school has two new key stage 2 classes, Years 3 and 4.
- The school is based on two sites, approximately 1.2 miles apart.
- Currently the only leader is the headteacher, who has successfully managed the move, maintaining the consistency of ethos and good standards.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, all the teaching staff, four members of the governing body, including the chair, and representatives of the diocese and the local authority.
- As part of this inspection, we looked closely at early reading, mathematics, science and music. We talked with subject leaders, visited lessons, talked with pupils and teachers and examined work in pupils' books.
- When inspecting safeguarding, an inspector met with the designated

safeguarding lead. The safeguarding policy, training records and safeguarding information were scrutinised. Staff members were asked about child protection procedures.

- We examined a range of documentation including the school development plan, self-evaluation, curriculum plans and information regarding pupils' attendance and behaviour.

Inspection team

Janet Lunn, lead inspector

Ofsted Inspector

Pritiben Patel

Ofsted Inspector

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