

Inspection of Clifford All Saints CofE Primary School

108 Psalter Lane, Sheffield, South Yorkshire S11 8YU

Inspection dates: 6 and 7 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy attending school. Pupils' conduct during lunchtime is calm and positive. However, their behaviour in lessons is variable. Where the curriculum is delivered well, pupils are on task and engage with their learning. Where this is not the case, the behaviour of some pupils disrupts learning for others.

Leaders want pupils to feel confident to raise any worries that they may have. New systems are in place for pupils to report any concerns, such as bullying. Pupils say there are several ways they can do this, such as using the worry box. They feel this makes sure that other pupils do not 'get involved' in situations. However, pupils do not yet have the knowledge and skills to manage situations independently.

The school has been through a substantial period of change. Since the last inspection, a new leadership team is in place. They are focusing on the right things at the right time, and substantial improvements are evident. For example, leaders have introduced a new phonics programme. Books now match pupils' phonic knowledge. This helps them to become fluent readers. However, they know that 'there is much more to do to ensure that this is a good school'.

Parents recognise that the school is on a journey and are 'happy with the direction the school is going in'.

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

New school leaders and governors have high ambitions for pupils to achieve. They want to ensure that pupils are safe, happy and are 'interested and curious' learners. They know the school well and what still needs to be done to ensure it improves. They have taken swift action to address previous weaknesses.

Leaders are working hard to put in place a broad and balanced curriculum for all pupils. Most subject leaders are new to their role and receive training and support from Learn Sheffield. Subject leaders produce plans that identify the most important knowledge they want pupils to learn. For example, the personal, social and health education (PSHE) curriculum sets out what pupils need to know around keeping safe and understanding and respecting differences. However, plans do not clearly identify what children should know in early years to prepare them for Year 1.

The curriculum has only been recently introduced. Leaders have not had the opportunity to regularly check that plans are being consistently delivered across all year groups. As a result, learning is variable and some pupils are not able to remember what leaders want them to know.

The early years curriculum is at the early stages of development. Plans do not set out what leaders want children to learn. The early years leader works with the special educational needs and disabilities coordinator (SENDCo) to identify children

who may need extra support. However, plans to support children with special educational needs and/or disabilities (SEND) are not precise enough to build on what children already know. They do not set out what it is children are to learn on a day-to-day basis.

In mathematics, curriculum plans are further developed. They clearly set out daily opportunities for pupils to revisit prior learning. This helps them to remember mathematical facts.

Leaders prioritise reading. Staff receive training to plan and deliver the recently introduced phonics programme. Staff identify pupils who struggle to read, and offer extra support throughout the school day. This helps some pupils to catch up quickly. Reading books are well matched to pupils' abilities. This helps them to become confident and fluent readers. However, the teaching of phonics is not consistent. This means that some pupils are not catching up as quickly as others.

The SENDCo works with teachers, the individual child and their parents to develop individualised support plans for pupils with SEND. Plans identify the support pupils will receive to help them manage their behaviour. However, they do not clearly identify what support they will be given to build their knowledge in different subjects. Consequently, some pupils find it hard to engage in their lessons.

Leaders have recently introduced a new behaviour policy that all staff understand. This includes a new initiative to promote the school's values of 'perseverance, kindness, teamwork and action'. Pupils receive 'golden moments' awards when they display these behaviours. Staff say this has had a positive impact on pupils' behaviour. However, pupils' behaviour in lessons is not consistent across all year groups.

Leaders promote fundamental British values through the curriculum and assemblies. Pupils speak enthusiastically about the books leaders share with them, such as 'The Proudest Blue', to encourage debate around topics such as diversity and equality.

Staff say workload has increased since the previous inspection but feel that leaders support them to develop their roles.

There is a new interim executive board. Governors have the skills and knowledge to support and challenge leaders. They have prioritised improvements in safeguarding and the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have been thorough in implementing new arrangements for safeguarding. Leaders and governors carry out safeguarding health checks and safeguarding audits. Staff receive training to enable them to recognise risks to pupils and how to

record and report these. Leaders are keen to embed a culture of safeguarding in school.

Governors ensure policies and systems are in place, including the newly approved whistle-blowing policy. They understand the new systems for recording safeguarding incidents in school. They hold leaders to account to identify patterns and improve responses to any safeguarding concerns.

The governor for safeguarding reviews the online safety curriculum. Governors have started to assure themselves of the quality and impact of this curriculum for pupils so that they can keep themselves safe.

Leaders, including governors, have addressed health and safety issues in the school. The facilities manager receives training to identify and rectify any health and safety issues.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Provision for pupils with SEND is too variable. Individual plans for pupils with SEND focus on behaviour but not consistently on their learning needs. Leaders must ensure that all pupils with SEND are supported with accessing the curriculum more effectively.
- Some pupils take longer to settle in lessons. Leaders need to make sure that lessons are well planned so that pupils are on task and engage with their learning in all year groups.
- Plans to help pupils develop their resilience, independence and strength of character have only recently been implemented. Leaders should ensure that the new PSHE curriculum introduced is embedded to enable pupils to be independent and resilient learners.
- Although curriculum plans are clear and lay out what they want pupils to know and remember, there is variation in the way these are implemented across classrooms. Leaders should now check on how their subjects are implemented. They should ensure the planned curriculum has the impact that leaders intended so that pupils know more and can do more in all subjects.
- The outdoor areas in early years are not purposeful. Leaders need to make sure that curriculum expectations are clear. They need to ensure that the outdoor area provides opportunities for children to build on their knowledge in different areas of learning.

How can I feed back 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 information from Ofsted Parent View 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 are the school and you are 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	10202847
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	Local authority/Interim executive board
Chair of governing body	Rob Coleman
Headteacher	Cathy Rowland
Website	www.cliffordallsaints.sheffield.sch.uk/
Date of previous inspection	17 November 2020, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes to staffing since the last inspection. An interim headteacher took up post in January 2021. An interim executive board was put in place in March 2021. The early years leader, who is also the early reading leader, took up post in October 2020. The SENDCo and deputy headteacher took up post in September 2020.
- The school runs a breakfast club and an after-school club.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.

- During the inspection, inspectors held discussions with the headteacher and the deputy headteacher. They met with members from the interim executive board, representatives from Learn Sheffield and the diocese.
- Inspectors held meetings with the SENDCo, the designated safeguarding lead, the early years lead and the early reading lead.
- Inspectors listened to several pupils read and visited extra reading sessions.
- Inspectors undertook 'deep dives' in mathematics, reading, history and music. They spoke to subject leaders, including the leader for PSHE. Inspectors visited lessons, spoke with pupils and teachers and looked at pupils' work to understand the quality of education.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the views of staff through formal meetings.
- Inspectors spoke to parents informally before the start of the school day and on the telephone. They considered the 59 responses to Parent View, Ofsted's survey for parents.
- Inspectors held discussions with pupils both formally and informally during break time and lunchtime. They considered 27 responses from the pupil survey.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Inspection team

Jennifer Thomas, lead inspector

Her Majesty's Inspector

Gill Holland

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Her Majesty's Inspector

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