

Inspection of Carrwood Primary School

Eversley Drive, Holmewood, Bradford, West Yorkshire BD4 0EQ

Inspection dates: 12 and 13 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Pupils enjoy attending school. The relationships between adults and pupils are caring and supportive. Pupils feel safe and trust adults. For example, although incidents of bullying and falling out occur, pupils say that adults deal with them immediately, to resolve any issues.

Pupils' behaviour in school is good. Pupils and adults alike are very clear about the reward and consequence system. Everyone follows it. This means that pupils quickly focus during their lessons and are ready to learn.

Leaders have high aspirations for pupils. The school's motto, 'dream big', permeates through school. Leaders plan a curriculum to encourage pupils to achieve, not only in their work, but when they leave school. They do this in several ways, such as visits to local universities. One pupil's view, 'Never give up on your dreams', reflects the views of many. Pupils have ambitions to undertake a variety of careers, such as palaeontologists, astronauts, psychologists and illustrators.

Pupils enjoy the range of opportunities leaders provide for them to explore their talents and interests. There are a range of lunchtime and after-school clubs on offer. These include gardening and a choir, as well as sports activities. For those wishing to develop a career in entertainment, the school's media suite contains equipment for pupils to record and broadcast radio shows.

Pupils can develop their leadership skills through a range of opportunities. For example, they can apply to become a pupil parliament member or a librarian.

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

Pupils enjoy learning a broad and balanced curriculum, which leaders have carefully planned. Leaders know pupils well. They ensure that there are many opportunities for children to develop their language and vocabulary. This starts from the early years, where children love listening to the many rhymes and stories that adults read to them. Staff plan activities that encourage children to use a range of vocabulary based on traditional tales. Children are eager to share their excitement around making troll masks, using the language they have learned. Leaders instil the love of reading further by encouraging parents to foster good reading habits from birth to Year 6. Older pupils enjoy reading. They have a range of books to choose from.

Leaders have chosen a phonics programme that meets the needs of all their pupils, including pupils with special educational needs and/or disabilities (SEND). All staff receive regular training and coaching sessions. As a result, staff deliver reading lessons well. They quickly identify pupils who fall behind. The phonics 'champion' provides the extra support that pupils need. This helps pupils to read with accuracy and confidence.

Pupils are successful in other subjects, such as mathematics, computing and music. Leaders have thought carefully about the precise knowledge they want pupils to acquire. They ensure that pupils have many opportunities to revisit what they have previously learned. This helps them to remember and gather new knowledge. Staff regularly check pupils' understanding. They adapt their teaching and support pupils, who may have missed prior learning to catch up. However, in some other subjects, although there is a curriculum in place, leaders are not as clear about the exact knowledge pupils should learn. There is too much information for teachers to deliver. This makes it difficult for teachers to check what pupils should remember.

Leaders identify and plan support for pupils with SEND so that they are successful. They work with teachers to make adaptations to lessons. As a result, pupils with SEND can access the same learning as their peers. Leaders plan a bespoke curriculum for pupils with specific needs who attend the resourced provision. These pupils enjoy a range of activities, such as milking a cow, using a rubber glove and shearing a sheep made of foam. This instils a sense of excitement and wonder. Consequently, they thrive.

Pupils, including the children in early years, enjoy their learning and focus during lesson times. This means that little learning time is lost in lessons. New children settle into routines quickly.

Pupils learn how to keep themselves fit and healthy through the wider curriculum. They learn about respecting each other and healthy relationships. They know and understand what different drugs are and their effect on the human body, such as caffeine, alcohol and nicotine. Their mental well-being is supported through a dedicated nurture team. Pupils say this supports them with managing friendships and their emotions.

Weekly debates and lessons develop pupils' moral understanding about different faiths and beliefs. They are clear about what links different faiths and what those differences are. However, pupils' understanding of fundamental British values is limited.

Governors have an accurate view of the improvements that leaders have made and what they need to do to get better. Governors and leaders have focused on the right things at the right time. They have dramatically improved the school, a fact that staff are in agreement about. Staff are proud to work at the school, and they appreciate leaders' mindfulness of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils and their families well. They are well trained and know the signs of neglect and abuse. There are effective systems in place to report

and record any safeguarding concerns, which are quickly acted upon by leaders. Leaders ensure that families who need additional support receive the necessary help.

Leaders adapt their personal development curriculum to any community or national issues that may arise. For example, leaders invite external visitors to educate pupils about how to keep themselves safe in relation to dog safety and road safety. As a result, pupils understand the risks posed to them, including when they are online. They know that they cannot trust everything they might read online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are not as well developed as others. The exact knowledge that leaders want pupils to know is not refined enough in some subjects. Leaders should ensure that the exact knowledge they want pupils to remember by the time they leave school is clear so that teachers can teach and revisit this learning.
- Pupils have limited understanding of British values. As a result, they are not being prepared as well as they might be for life in modern Britain. Leaders must further develop their curriculum to ensure that British values are widely understood by all pupils.

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.

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	107240
Local authority	Bradford
Inspection number	10255755
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair of governing body	Amy Newton
Head of school	Nicola Radcliffe
Executive headteacher	Nicola Kilvington
Website	www.carrwoodprimaryschool.co.uk
Date of previous inspection	29 June 2021, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes to staffing since the last inspection. A new acting head of school and assistant headteacher, who previously worked in the school, have been in post since January 2023. There is a new early years leader in post. There have been several new teachers join the school since the last inspection, including early career teachers.
- The school was previously part of a soft federation, which ceased in December 2022. The executive head, who worked across two schools, now works full time at Carrwood Primary School.
- The school runs a breakfast and after-school club.
- The school has a specially resourced provision, which currently has 11 pupils with an education and health care plan for autism.
- There is for a separate Nursery class for two-year olds.
- The school has made an application to the Department for Education to convert to an academy.

- The school currently uses no alternative provision.
- There are four pupils on part-time timetables, with a clear date for their return to full-time education.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the executive headteacher, head of school, senior leaders, including the special educational needs coordinator, and governors.
- Inspectors carried out deep dives in reading, mathematics, computing and music. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to pupils and looked at pupils' work. Inspectors further scrutinised curriculum plans in history.
- The lead inspector listened to a sample of pupils in Reception, Year 1, Year 2 and Year 3 read to a familiar adult. During the inspection, the inspectors met with groups of pupils, both formally and during less-structured parts of the day.
- Inspectors observed pupils' behaviour in lessons, at breaktimes and around the school.
- To inspect safeguarding, the lead inspector checked the single central record and scrutinised safeguarding records. Inspectors checked staff's knowledge of the school's safeguarding procedures.
- Inspectors considered the responses to Ofsted's pupil and staff questionnaires and to Ofsted Parent View. Inspectors spoke with parents at the end of the school day and on the phone.

Inspection team

Jenny Thomas, lead inspector	His Majesty's Inspector
Marian Thomas	Ofsted Inspector
Emily Stevens	His Majesty's Inspector

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