

Inspection of a school judged good for overall effectiveness before September 2024: Carter Knowle Junior School

Carter Knowle Road, Sheffield, South Yorkshire S7 2DY

Inspection dates:

3 and 4 December 2024

Outcome

Carter Knowle Junior School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy attending the school. They rise to the high expectations the school has for their behaviour and achievement. Pupils are quick to settle to learning and keen to share ideas during class discussions. Pupils benefit from the calm learning environment. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well in end-of-key-stage tests and assessments.

Pupils are proud of their local area. They learn about the local water mill. Pupils then develop their understanding further. They explore change in industry in the wider Sheffield area. The school develops pupils' understanding of the world they live in.

Pupils are proud to take on different leadership roles. Older pupils act as sports leaders. They help to set up a range of traditional playground games. Pupils enjoy taking part in these activities. The different activities support pupils to play together and have fun at lunchtime. The range of leadership roles help pupils to develop important skills such as responsibility. This collaborative approach helps pupils feel safe and cared for. One pupil captured the views of many when they said, 'Carter Knowle is a welcoming school to anyone and everyone'.

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

Pupils enjoy reading. They discuss a wide variety of books that they have read with enthusiasm. Pupils read a range of high-quality texts that help to develop their understanding of challenges which others may face. The school is quick to gain an understanding of pupils' reading abilities when they join the school. Phonics sessions support pupils in an effective way to close any gaps that are identified. Pupils develop very strong reading skills over time.

The well-designed curriculum ensures pupils revisit prior learning on a regular basis. This helps them to remember their learning over time. Pupils are able to use their prior knowledge to help them with new learning. For example, pupils in Year 6 use their previous learning about simplifying fractions to support them to multiply fractions. However, pupils are not consistently clear on how to improve their work in some foundation subjects. This means they do not develop a deep understanding as well as they could.

The school supports pupils with SEND well. The school accurately identifies the support they need. This ensures pupils with SEND access the school's ambitious curriculum. Adaptations help pupils focus in lessons. For example, pupils are often given an overview of the lesson's learning. This helps them to prepare for what is coming next in the lesson.

The school's vision of 'nurturing a caring community in which every child learns well' is at the heart of all they do. The school provides a wide and varied range of exciting and educational trips and visits. Pupils in Year 3 watch a live orchestra. Pupils in Year 4 visit a sculpture park. Pupils describe these visits, and other opportunities they experience, with great joy. The school goes to extensive lengths to ensure all pupils access these. As a result, pupils benefit from a rich set of experiences. They develop an understanding of the world beyond the school gates.

The school has designed the personal development offer with great care. It has thought through key experiences it wants pupils to participate in. For example, pupils engage with local universities. This helps them to develop aspirations for their future.

The school and governing body work together to give pupils a broad experience. The school helps pupils understand how to meet the expectations for their behaviour. It ensures pupils are well prepared for their next stage in education. The governing body provides appropriate challenge and support. As a result, there is a culture of continuous improvement in the school.

Adults are proud to work at the school. They know that their workload and well-being matter to leaders. Many parents express their satisfaction about the quality of education the school provides. One parent represented the views of many when they said, 'The school provides a safe, caring and fun environment in which to learn.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, feedback does not clearly identify how pupils can improve. This means pupils do not know how to use crucial knowledge to enhance their work. The school should ensure that precise feedback supports pupils to improve their work and deepen their understanding of the curriculum in foundation subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in December 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106988
Local authority	Sheffield
Inspection number	10346156
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair of governing body	Alison Warner
Headteacher	Helen Haynes (Executive Headteacher) Lucy Atherton (Headteacher)
Website	www.carterknowle.sheffield.sch.uk
Dates of previous inspection	4 and 5 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school is in a federation with Holt House Infant School.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, headteacher, deputy headteacher and assistant headteacher during the inspection.
- The inspector met with members of the governing body, including the chair.
- The inspector spoke with the school's Learn Sheffield improvement partner.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with the SEND coordinator.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of school documents, including the school's self-evaluation and improvement plans.
- The inspector considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View. The lead inspector also spoke with parents as they arrived with their children at school in the morning.
- The inspector considered the views of pupils through meetings held with them.
- The inspector considered the views of staff through meetings and through their responses to Ofsted's online survey for staff.

Inspection team

Andrew Gibbins, lead inspector

His Majesty's Inspector

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