

# Carcroft Primary School

## Inspection report

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<b>Unique Reference Number</b>	106757
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	324460
<b>Inspection dates</b>	8–9 December 2008
<b>Reporting inspector</b>	Brenda Clarke

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	233
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Mounsey Jim
<b>Headteacher</b>	Mr Simon Hickton
<b>Date of previous school inspection</b>	19 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Owston Road Carcroft Doncaster South Yorkshire DN6 8DR
<b>Telephone number</b>	01302 722353
<b>Fax number</b>	01302 337358

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<b>Age group</b>	3–11
<b>Inspection dates</b>	8–9 December 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Most pupils attending this average-sized primary school are of White British heritage and live locally. The school is situated in an area of significant social disadvantage on the outskirts of Doncaster. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is slightly above average. The school provides the Early Years Foundation Stage (EYFS) through a Nursery and a Reception class. The school works closely with a Children's Centre, with provision, for children up to five years old, that shares the school site. There is a breakfast club funded by the school. The school has been awarded Investors in People and Healthy Eating Status awards and became a Bike It school in 2008.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Carcroft Primary School is a good school with outstanding features. The headteacher, staff and governors work as a cohesive team to provide stable, stimulating provision. Standards of care are outstanding, resulting in a happy place where relationships are strong and pupils thrive. One pupil mirrors the comments of many when saying, 'We are like a big, happy family!' Parents are pleased with the quality of education provided and appreciate that their views, concerns and suggestions are valued and acted upon.

Standards at the end of Year 6 are broadly average. The headteacher keeps a close check on pupils' progress and together with senior leaders uses this information thoughtfully to adapt the curriculum appropriately and ensure additional support where needed. Since the last inspection there has been a successful focus on improving mathematics and reading and pupils are now reaching average standards by the end of Year 6 in these subjects. Pupils have good opportunities to read at home and in school. This, together with the effective introduction of a programme for teaching the sounds that letters and groups of letters make, is enabling pupils to reach average standards in reading by the end of Year 6. Standards in writing are well below average, which is reflected in pupils' progress in national tests. This is because the school has concentrated on raising standards in mathematics and now has plans in place to develop pupils' writing similarly.

The quality of teaching is good overall but varies from class to class. In lessons judged to be satisfactory, teachers do not consistently use their assessments to provide work closely matched to pupils' needs, slowing the progress that pupils make in some year groups. Teachers have good subject knowledge and organise lessons that are relevant and interesting. Where teaching is good, pupils' speaking skills are well promoted and work is carefully planned to match pupils' academic needs. All teachers place a strong emphasis on learning basic skills and are quick to adopt new methods to help pupils make more rapid progress. For example, in mathematics, daily mental mathematics and the popular Eleven to Ninety Nine club for tables learning are enabling pupils to make rapid progress.

Pupils' personal development is good. Pupils enjoy school and eagerly take part in all that is offered. They know how to lead healthy lifestyles and to stay safe. Pupils behave well, respect each other and willingly accept additional responsibilities such as serving on the school council. Effective strategies, rigorously maintained, have improved attendance to national averages.

Leadership and management are good with outstanding features. The headteacher provides excellent strategic leadership. He has successfully developed a united team of staff and governors firmly focused on a culture of continuous improvement. The school knows itself well and also the community it serves. Monitoring and evaluation of provision is now firmly established and used very rigorously by senior leaders to improve standards. Links with other schools and specialist agencies are strong and contribute significantly to the school's provision. The excellent direction provided by the headteacher and very good evaluation of the school's strengths and areas for development provide the school with a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

On entry to the Nursery children's social and communication skills are very low. Good provision throughout the EYFS enables them to develop independence and good behaviour and make

rapid progress in their social skills. Effective transition arrangements with Little Oaks Children's Centre provision for children up to five years old enable children to settle quickly and enjoy school. Teaching is good overall with outstanding features in Reception. Teachers plan activities that are carefully structured so children learn new skills in a consistent way. Exciting activities grab children's attention so they are eager to learn. The good provision that children receive enables them to make good progress from their low starting points. Consequently, children achieve well but by the end of Reception, they are working below levels expected for their age in significant areas such as writing. The EYFS is well led and managed cooperatively by a united team. Provision for outdoor play is satisfactory. It lacks free-standing equipment to enhance physical development and is not used consistently to reinforce children's learning. The school is aware of these issues and has plans to tackle them.

### **What the school should do to improve further**

- Raise standards in writing.
- Ensure that teachers consistently use assessment information to provide work that closely matches pupils' differing academic needs.

## **Achievement and standards**

### **Grade: 2**

Pupils enter Year 1 with skills below those expected for their age, particularly in writing. They make good progress from these low starting points but standards remain below average by the end of Year 2. Progress is variable in Years 1 to 6. It accelerates in Years 2, 5 and 6 where work is planned to match pupils' differing academic needs closely. Pupils' progress also accelerates in Year 6 due to effective arrangements to boost pupils' learning further. By the end of Year 6 standards in reading, mathematics and science are broadly at the national average, indicating good achievement overall from low starting points. However, in writing pupils have some catching up to do, particularly in story structure, writing for a range of purposes and developing a fluid handwriting style. Pupils with learning difficulties and/or disabilities receive good support and achieve in line with their peers.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good. Most pupils are helpful, behave well and have good attitudes to learning. They are polite and friendly. Pupils enjoy school. They say they feel safe and that any problems are quickly dealt with. Pupils are aware of the benefits of healthy eating, taking exercise and keeping safe. They talk enthusiastically about the Bike It project. They take on responsibilities around school and are proud to help in assembly and as playground buddies. School council members appreciate that their views are heeded and contribute to school improvements. Pupils demonstrate an awareness of the needs of others by fundraising for worthy causes. Although many facets of the school's work prepares pupils well for the future, below average writing skills limits this aspect.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers share the purpose of lessons with pupils, ensuring that they are clear about what they are expected to learn. Lessons are interesting so pupils are eager to learn. Pupils behave well in most lessons. Good emphasis is placed on the teaching of basic skills. In the best lessons teachers ensure that pupils' speaking skills are well promoted and that work is carefully planned to address pupils' differing needs. The small number of lessons judged to be satisfactory during the inspection were characterised by small pockets of inappropriate behaviour because work was either too hard or lacked sufficient challenge. Progress slowed in these lessons. Well briefed support staff are used effectively to support groups and individuals. Pupils with learning difficulties and/or disabilities are fully included and play an active part in lessons.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. Using a specialist agency the school has recently redesigned the curriculum to develop a more creative approach. This is ensuring greater relevance because there are meaningful links between subjects but it is too early to say how well this is impacting on standards and achievement. The curriculum is enriched by a broad range of extra-curricular activities such as football and computer studies. A range of visits, visitors and events, such as the exciting drama and creative arts, enhance provision. There are good links with the secondary school where teachers complement provision with specialist teaching in science and physical education. Initiatives have been put in place to continue the EYFS curriculum for those pupils entering Year 1 who are not yet ready for the more formal national curriculum. This is at an early stage of development.

### **Care, guidance and support**

#### **Grade: 2**

Standards of care for pupils are outstanding and guidance and support is good. Statutory requirements for safeguarding pupils are met. Parents appreciate the vigilant care their children receive. Provision for pupils with learning difficulties and/or disabilities is good because knowledgeable support assistants give valued support and there are effective links with specialist agencies. Pupils feel safe and trust adults to help them with difficulties. The school works effectively with parents through the Incredible Years programme, giving valued support and advice. A breakfast club is provided and this gives pupils a nutritious start to the day. High quality transition arrangements are in place to ensure that pupils transfer confidently to the secondary school. Pupils are involved in the assessment of their progress but teachers' marking does not always indicate what pupils need to do to improve.

## **Leadership and management**

#### **Grade: 2**

The headteacher sets a very clear direction for the school. His outstandingly analytical approach ensures rigorous evaluation of current provision followed by a carefully planned programme of development. For example, having highlighted a weakness in pupils' mathematical calculations,

staff were involved in training for and trialling of a calculation programme before final implementation. This approach has led to pupils' achievement in mathematics accelerating across the school. Senior managers are firmly focused on raising standards and promoting an inclusive school. Targets are challenging yet realistic and grounded in outstanding analysis and tracking of pupils' progress. However, a small number of subject coordinators are new to leadership and have yet to develop their monitoring roles. Governors fulfil their roles effectively and offer good support and challenge. The school is firmly established as a focal point for the community but opportunities are missed to give pupils a wider understanding of cultural diversity in multi-ethnic Britain. Carcroft Primary School is a very strong community with a justifiable sense of pride in itself. It is well placed to improve further.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Carcroft Primary School, Doncaster, DN6 8DR

We really enjoyed our visit to your school. On behalf of the inspection team thank you for making us so welcome. You were all very polite and helpful. We also enjoyed talking to you and finding out about your school council and the work you do in lessons. You enjoy school and most of you attend regularly.

Your school is a good school and has some outstanding features. Teaching is good and ensures that you make good progress. By the time you leave Year 6 most of you attain standards that are similar to those reached in most schools. Your headteacher tracks your progress very carefully and provides extra help when you are experiencing difficulties. Your writing is not quite as good as your work in reading, mathematics and science so we have asked your headteacher to get on quickly with plans to help you become better writers. You develop into caring, confident children who willingly take part in helping around the school. You make lots of friends and have good attitudes to your learning. You know how to stay healthy and take part in the Bike It project during the summer months. Keep this up!

We think your headteacher has identified the right things to make your school a better place for you and we have asked the school to do two important things to improve your learning.

- Help to improve your work in writing.
- Make sure teachers give you work that is just right for you – not too easy and not too hard.

I hope that you continue to enjoy school and I wish you well in the future.