

# Carrwood Primary School

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

## Inspection dates

3–4 April 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- High staff turnover and turbulence in the leadership of the school have had a negative impact on the quality of teaching and learning, and pupils' outcomes over time.
- Attainment in English and mathematics is not high enough at the end of key stage 2, although standards are improving in key stage 1. While pupils' progress has begun to improve, they do not achieve well enough by the end of Year 6.
- Attendance rates are too low in Reception and for disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- While there is some effective teaching, its overall quality varies too much. Teaching does not consistently build pupils' skills and knowledge as well as it should, particularly in mathematics.
- Some teachers do not rectify the common mistakes made in pupils' writing and, consequently, they repeat the same errors.
- The most able pupils are not challenged sufficiently and do not achieve as well as they should. Teachers' expectations are not high enough and too few of these pupils achieve higher standards at the end of each key stage.

### The school has the following strengths

- This is an inclusive school with a strong sense of care, safety and respect for others.
- The leadership team has taken effective action to improve the quality of many aspects of the school, including the quality of some teaching and the progress of pupils.
- Early years provision is well led. Careful nurturing combined with effective teaching ensures that children make strong progress from their starting points.
- Governors are skilled in their roles and are well informed. They now hold leaders to account effectively.
- The curriculum provides valuable learning experiences for pupils, which enrich their lives and enable them to become responsible, self-confident citizens.
- Pupils, including those who attend the school's two designated provision centres, enjoy school. They are happy, safe and well cared for. They behave well and have positive attitudes to learning. Support for the most vulnerable families is highly effective.
- Pupils with SEND make strong progress because of the support they receive when they join the school.

## Full report

### What does the school need to do to improve further?

- Rapidly improve the quality of teaching and learning, so that pupils make the progress of which they are capable by ensuring that:
  - gaps in pupils' knowledge caused by prior weaknesses in the quality of teaching are addressed swiftly, particularly in key stage 2
  - teachers share the same high expectations of what pupils can achieve so that teaching challenges pupils, particularly the most able pupils, to make good progress
  - teachers sequence learning carefully to enable pupils to understand and apply their skills in grammar, punctuation and spelling accurately
  - staff provide frequent opportunities for pupils to develop fluency in using number facts and to improve their reasoning skills in order to deepen their mathematical understanding.
- Improve the attendance of children in Reception, pupils who are disadvantaged and those with SEND.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- On appointment, during the 2017/18 academic year, the leadership team quickly identified the aspects of the school's work which had not improved since the time of the last inspection. Leaders inherited a poor curriculum, ineffective teaching and a legacy of underachievement.
- Leaders took swift action to improve the effectiveness of all aspects of the school's provision, including the school's two designated provision centres. Their review of the quality of leadership and teaching resulted in many staff and governors leaving the school. Close collaboration with the local authority has enabled leaders to halt the decline in standards. Leaders have been successful in improving many, but not yet all, areas of the school. It has proved difficult to recruit staff and this has prevented all the inconsistencies in the quality of teaching from being eradicated.
- Children in early years and pupils in key stage 1 have benefited from stability in the quality of teaching. As a result, they are making strong progress and have established positive attitudes to learning. Older pupils, however, have experienced much turbulence in their schooling, which has had a negative impact on their attitudes, behaviour and progress. Although these aspects are improving, pupils in upper key stage 2 still have many gaps in their learning, which leaders are working relentlessly to close.
- Leaders have implemented a range of strategies and high-quality professional development to support teachers and their assistants to raise expectations and plan for the needs of pupils. All staff are using these strategies to differing degrees of success.
- Middle leaders are taking effective action to halt the decline in standards of reading, writing and mathematics. They have been instrumental in strengthening teaching in these subjects. Improvements in mathematics are not as strong as in reading and writing.
- Leaders have made sure that the pupil premium funding is spent effectively to provide disadvantaged pupils with access to a wide range of clubs and activities, including music tuition. Some pupils attend a nurture group, which is helping to better prepare them for learning.
- The leader for pupils with SEND has a comprehensive understanding of the needs of this large group of pupils. The progress of this group of pupils is monitored closely, and staff have a good understanding of their complex needs. These pupils, and those who attend the school's two designated provision centres, make strong progress, particularly in their emotional and personal development.
- The redesigned curriculum enables pupils to follow their interests and deepen their knowledge, skills and understanding across all subjects. Leaders provide pupils with a wide range of rich learning experiences that include educational visits and work with specialist teachers. Pupils talk enthusiastically about their school trips and the opportunities they have to learn in the well-designed outdoor and forest areas. Extra-curricular activities and homework are used skilfully to enhance pupils' aspirations and experiences further.
- The primary physical education (PE) and sports premium is effectively used to increase pupils' physical activity. The school provides a broad range of sporting opportunities

with some professional coaching. There is a high uptake of activities for pupils at break and lunchtimes to develop pupils' skills and improve their self-esteem.

- Thought-provoking assemblies and well-designed resources help pupils to deepen their spiritual, moral, social and cultural awareness. Pupils learn about British values through the election of the pupil parliament, taking on responsibilities and learning about tolerance and diversity.
- Across the school, there is a great sense of teamwork and staff have a clear sense of direction. Leaders have worked hard to build the confidence of parents and enable them to be more actively involved in their child's learning. When referring to the staff, one parent said they 'go above and beyond for parents and the children of the school'.

### **Governance of the school**

- In response to a review, the governing body took steps to strengthen its structure and membership. The new governing body is effective, and governors have the necessary skills to carry out their statutory roles and responsibilities.
- Governors ensure that they complete required training and understand the expectations of their roles. As a result, they are now more focused on the quality of teaching and standards of attainment. Governors now challenge leaders accordingly and have recognised the impact that inconsistencies in the quality of teaching have had on pupils' progress.
- Governors are vigilant in maintaining oversight of the school's safeguarding arrangements. They have been suitably trained and understand their responsibilities in ensuring the welfare and safety of every pupil. They regularly review the school's policies and procedures in this regard.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have established a strong safeguarding culture, which ensures that everyone understands their responsibility for keeping children safe and promoting their welfare. There are seven designated safeguarding leads (DSL).
- All staff place safeguarding as their highest priority. They are vigilant for signs of harm and act quickly and appropriately when concerns arise. Leaders ensure that all staff undertake regular training and understand how to apply this training to keeping pupils safe.
- The DSL team regularly reviews the well-being of pupils who are of cause for concern. They routinely monitor the effectiveness of the support provided. They work closely with social services and keep detailed, timely records so that actions agreed with external agencies are acted upon diligently to support the needs of vulnerable pupils.

### **Quality of teaching, learning and assessment**

**Requires improvement**

- While there is some very effective teaching, the quality of teaching overall varies too much. Leaders acknowledge that the progress of some pupils, particularly in key stage 2, has been held back by historic weak teaching.

- In upper key stage 2, there is evidence of inconsistency in the quality of pupils' work across the curriculum. A series of different teachers have failed to teach the required topics and failed to pick up pupils' basic literacy and mathematical errors. As a result, some pupils demonstrate weaknesses in mathematics and/or their ability to comprehend the meaning of complex vocabulary.
- The quality of teaching is improving, but the pace of change is not consistent across all key stages. The reorganisation of pupils in Year 6 into smaller groups is enabling teachers to provide the strong, intensive support needed to improve pupils' learning. Most of these pupils are demonstrating more self-confidence and resilience when tackling complex tasks. However, their progress remains too slow, particularly in mathematics.
- The teaching of mathematics, across the school, has been developed to provide pupils with greater challenge depending on their understanding. However, this approach is not used consistently. As a result, some pupils are not fluent in number facts and many lack confidence in using reasoning skills to achieve at the higher standard in mathematics.
- In writing, teachers provide pupils with opportunities to transfer grammar, spelling and punctuation knowledge to their extended pieces of writing. Some teachers do not rectify the common mistakes made by pupils and, consequently, they repeat the same errors. Sometimes, teachers are not consistent in setting tasks for pupils which help them to achieve their next steps in learning. For example, pupils in Year 4 do not have a secure understanding of their use of inverted commas because other punctuation skills were introduced randomly before pupils were ready to move on.
- Teachers who have a more-established understanding of the school's approaches to teaching and learning use the school's systems and strategies well to determine what pupils know and what they need to do next. These teachers have high expectations and ensure that the tasks they set and the questions they ask make pupils think and successfully move their learning forward.
- Pupils with SEND are effectively supported. Staff are sensitive to the needs of pupils who join the school at different times. Those who are new to English receive a high standard of support from skilled staff.
- Phonics is well taught in key stage 1. Pupils successfully learn to use sounds to help them read unfamiliar words and spell with greater accuracy. Teachers assess pupils' phonic knowledge carefully and plan effectively to develop pupils' inference and deduction skills.
- Recent improvements in teaching are helping younger pupils to become more independent and improve their progress in lessons. The individual 'get stuck books' containing helpful prompts, numeracy guides, key words and illustrations for phonics are used well by pupils to improve their own work and make better progress.
- Teaching in the school's designated provision centres has improved as a result of well-targeted professional development, and the effective leadership of the deputy headteacher. The teaching of pupils who have autism spectrum disorder has also improved. Teaching is checked rigorously to ensure a positive impact on pupils' individual needs.

## Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good
- Pupils are happy and say that they feel safe. They say that they love their school and they enjoy giving adults a special morning greeting. One pupil commented, 'Teachers make me smile every day.'
- Pupils have a deep understanding of diversity and equality. They appreciate that everyone is different and value this richness in their school community and beyond. Pupils are well prepared for life in modern Britain. They are respectful of others' beliefs, relationships, backgrounds and family circumstances.
- Pupils take pride in taking on responsibilities such as joining the pupil parliament or becoming school ambassadors. Pupils organise charity events and influence decisions; for example, they secured additional after-school clubs. Such activities are helping pupils to adopt their role as citizens, both at school and in the wider community.
- Increasingly, pupils, particularly boys, are keen to participate in competitions with other schools. The school is proud to celebrate their recent success as winners of the local ballroom dancing competition. A large number of children demonstrated their many skills in the 'Carrwood's got talent' competition. They are thrilled that one pupil has reached the forthcoming final in Bradford.
- Pupils greatly enjoy and value their PE and healthy eating initiatives. A variety of games and sports skills are taught, including swimming, dance and tri-golf. The variety of extra-curricular clubs enables pupils to participate in the wider life of the school community.
- The pastoral leader provides high levels of nurture and support for vulnerable pupils and their families. Strong links exist with specialist agencies and timely contact is made. Members of staff are supportive and caring. As a result, pupils gain confidence and feel supported.
- Teachers have positive expectations of pupils' engagement in their learning. Therefore, even when learning activities do not consistently meet their needs, pupils do their best to apply themselves to their work.
- Pupils enjoy attending the breakfast club. They are well cared for in the club and appreciate the food and activities offered. The club provides a positive start to the day and an opportunity to socialise with different age groups.

## Behaviour

- The behaviour of pupils is good.
- Pupils generally behave well in, and around, the school. They are usually attentive in lessons. They are polite and respectful to adults and visitors. Pupils know and follow the behaviour policy consistently. They report that any conflicts which arise are quickly resolved.
- The social and emotional needs of some pupils who require additional support is

managed well. Over time, pupils who find managing their own behaviour difficult, learn to change their responses to situations. This helps them to become increasingly successful learners.

- All adults manage pupils' behaviour well. Incidents are logged and recorded systematically. Leaders track the types and number of incidents and analyse trends and patterns to detect where action is needed. Records show that the number of incidents is reducing and that exclusions are used in line with the school's policy, and only as a final sanction.
- Pupils are aware of how to stay safe online. Assemblies about online safety and cyber bullying have taught pupils effectively about risks and how to avoid them. Pupils also have a well-developed awareness of how to stay safe from strangers and on the roads.
- Pupils say they are generally free from bullying. Some say that it used to be a problem, but not any more. Pupils say that if they do express a concern about bullying, adults are quick to sort it out. Pupils' conduct was good during the inspection. However, comments from parents and staff suggest that they think pupils do not always behave as well as they should.
- Effective support by staff in the Phoenix Centre helps to improve pupils' behaviour and their social and emotional skills. Support for pupils who have autism spectrum disorder is effective. Activities are consistently well planned to meet the needs of these pupils.
- Leaders have had considerable success in building positive relationships with parents to emphasise the importance of high attendance. Despite this, attendance remains below the national average, particularly for children in the Reception classes, disadvantaged pupils and those with SEND. School leaders, the pastoral leader and attendance officer work collaboratively and tirelessly to support families of pupils who have low attendance. However, improving attendance remains a priority.

### Outcomes for pupils

### Requires improvement

- Since the school's last inspection, too few pupils have reached the expected standards in reading, writing and mathematics at the end of key stage 2. In 2018, the results of national tests showed pupils' progress declined sharply. It was below the national average in mathematics and well below in reading, particularly for boys. The very high rate of pupil mobility and the high turnover of staff also had a negative impact on pupils. Despite the targeted intervention for pupils in Year 6, there was insufficient time to make the improvement needed to enable them to reach the standard expected for their age. The school's strategies to raise standards had not been in place long enough to have had full impact.
- Over time, the most able pupils have not made sufficient progress to ensure that they achieve as well as they should in reading, writing and mathematics, given their capabilities. Current information indicates that the progress of this group remains uneven across different subjects.
- Improvements in leadership, a well-designed curriculum and better teaching are beginning to reverse the historically weak outcomes for pupils. As a result, more pupils are making stronger progress from low starting points, in a range of subjects, than those pupils who left the school in previous years. Nevertheless, due to gaps in

knowledge, and some inconsistent teaching, not all pupils are making as much progress as they should.

- New initiatives in the teaching of mathematics are slowly improving pupils' learning and progress. However, teachers' expectations are sometimes too low, and the quality and quantity of pupils' work varies widely between classes. Tasks do not enable pupils to regularly consolidate their understanding of concepts. Pupils' fluency in using number facts and calculations is not improving fast enough to enable them to make better progress.
- Some teachers provide pupils with differing amounts of challenge when writing. For example, Year 6 pupils responded well to the demands of the text in 'Macbeth'. They applied their skills of deduction well to infer and write about the characters' thoughts and feelings. Some pupils, however, make too many careless errors in their written work to achieve as well as they should. The additional support provides well for Year 1 pupils who are selected to attend the 'wonderful writers' group and is successfully improving their writing skills.
- The effective teaching of phonics has led to an increase in the proportion of pupils, particularly girls, reaching the standard required in the Year 1 phonics screening check. Pupils develop their early reading skills well. Pupils use their knowledge of phonics to decode unknown words and read them correctly. The most able pupils read fluently, with expression and enjoyment, but less confident readers are sometimes hesitant when they do not understand unfamiliar vocabulary or phrases.
- Leaders' initiatives, such as visits from Bradford City Football Club to hear pupils read, are successfully creating a culture of reading. Pupils enjoy reading and the wide range of stimulating books across the school is promoting reading effectively, particularly for boys. Stronger teaching is enabling more pupils to make better progress in reading than in the past.
- Pupils with SEND are supported well. Staff plan for these pupils' needs sensitively and accurately, enabling them to make strong progress. Short-term targets ensure that pupils receive the help they need to achieve well.
- Disadvantaged pupils are also making strong progress. However, like other pupils in key stage 2, some have gaps in their learning which still need to be overcome. Highly focused support from the senior leaders and additional adults is making a positive contribution to the achievement of disadvantaged pupils. This is an improvement since the previous inspection.

## Early years provision

**Good**

- The effective early years leader provides an inclusive, nurturing environment for children. She has planned an engaging curriculum. Staff make imaginative use of the spacious classrooms and engaging outdoor area to enable children to explore, investigate and develop curiosity.
- The two-year-old provision is highly effective. Adults are skilled in using each child's interests to maintain a focus on learning. As a result, children make sustained progress and secure key skills from very low starting points.
- The proportion of children reaching a good level of development at the end of



Reception is below the national average, particularly for children with high levels of absence. Most children join early years with skills and knowledge that are below those typical for their age, and in many aspects, well below. As a result of well-planned learning opportunities, children make good progress from their varied starting points.

- Where children have not achieved all the early learning goals or a good level of development, teachers work closely with Year 1 staff to plan tasks that will ensure that they close any gaps in their learning.
- In Nursery, adults support children well to practise writing their name, and, when ready, they are taught the first phonics sounds. This enables children to make a strong start when they join the Reception classes.
- Teachers' high expectations for children are evident throughout the setting. Adults act as good role models for children. They are actively involved in role play and develop children's thinking when they are playing. Children choose activities independently and demonstrate perseverance, determination and concentration when completing them.
- Teachers plan daily phonics lessons to ensure that children develop their early reading skills. Staff provide children with a wide range of bright and attractive picture books. Children enjoy sitting and sharing books together and adults read to children frequently. Staff send reading books home regularly, with additional guidance and support for parents to help their child with reading.
- Children write regularly and for different purposes. As a result, writing outcomes have improved, particularly for boys. Children's workbooks show that they make good progress in their writing. They practise their skills regularly and use their developing phonics skills to sound out words.
- In mathematics, children develop and deepen their understanding of number through a wide range of practical activities. They develop their writing skills; for example, they write digits carefully. Children investigate mathematics in their play. During the inspection, children were carefully counting out biscuits to demonstrate accurate division into equal parts.
- Parents have a very positive view of early years and appreciate regular communication with teachers. They use the 'proud cloud' regularly to contribute to the assessment of their children.
- Leaders ensure that the arrangements for welfare and safeguarding children in the early years meet requirements. Children's health, safety and well-being are central to the early years provision. Adults are constantly vigilant.

## School details

Unique reference number	107240
Local authority	Bradford
Inspection number	10087505

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

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	391
Appropriate authority	The governing body
Chair	Amy Newton
Executive Headteacher	Nicola Kilvington
Head of school	Ruth Biller
Telephone number	01274 664864
Website	<a href="http://www.carrwoodprimaryschool.co.uk">www.carrwoodprimaryschool.co.uk</a>
Email address	<a href="mailto:office@carrwood.bradford.sch.uk">office@carrwood.bradford.sch.uk</a>
Date of previous inspection	24–25 November 2016

## Information about this school

- Carrwood Primary is much larger than the average-sized primary school.
- Approximately one quarter of pupils are from minority ethnic groups, and one in 10 pupils speak English as an additional language. Both proportions are below national averages.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils with SEND is above the national average. The proportion of pupils who have an education, health and care plan is above the national average.
- The early years provision consists of two part-time Nursery classes and two full-time Reception classes. There is also provision for a number of two-year-old children.
- A significant number of pupils join classes during the school year.

- There are two newly qualified teachers who have recently joined the school.
- The executive headteacher has been supporting the school since January 2017. She took up her permanent role in September 2017. The head of school took up her post in January 2018 and is currently on long-term sick leave. Two assistant headteachers are currently acting deputy headteachers.
- The executive headteacher is also executive headteacher of Stocks Lane Primary School.
- The school provides a breakfast club.
- The school has two designated special provision centres. One provision is for pupils who have autistic spectrum disorder. The other, the Phoenix Centre, is for pupils who have additional behavioural needs who are on roll in local Bradford primary schools. These special provision centres were inspected as part of the inspection.

## Information about this inspection

- Meetings were held with the executive headteacher, a governor, senior and middle leaders and staff from the school.
- The lead inspector met with a representative from the local authority.
- Inspectors observed learning across all year groups. A number of these observations were undertaken jointly with school leaders.
- Inspectors spoke with groups of pupils formally and informally.
- Observations of pupils' behaviour took place during lessons, in an assembly, at playtime and lunchtime and when pupils were moving around the school.
- Inspectors and subject leaders jointly reviewed a range of pupils' work in English, mathematics and other subjects. They discussed pupils' work and monitored their progress. One inspector heard pupils from Year 1 and Year 2 read.
- A range of documentation provided by the school was examined. This included leaders' evaluation of the school's performance, their development plan, attendance and behaviour information, assessment information and documentation relating to safeguarding.
- Inspectors considered 45 responses to the staff survey.
- The inspection took account of the views of 17 parents who responded to Ofsted's online survey, Parent View, which included eight free-text responses. One parent contacted the lead inspector directly. Inspectors also spoke with parents as they brought their children to school.

## Inspection team

Cathy Morgan, lead inspector	Ofsted Inspector
Louise Greatrex	Ofsted Inspector
Lesley Bowyer	Ofsted Inspector

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