Inspection of Abbeyfield Primary Academy

Orphanage Road, Sheffield, South Yorkshire S3 9AN

Inspection dates:	8 and 9 October 2024, and 6 November 2024
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

The principal of this school is Kate Abell. This school is part of Five Rivers Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Webb, and overseen by a board of trustees, chaired by Sarif Alrai.

What is it like to attend this school?

Abbeyfield Primary Academy is a school where pupils are placed at the heart of everything. Staff care deeply for the pupils. Strong and positive relationships ensure that pupils feel happy and safe at school. The school's values of 'respectful, ambitious, happy and safe' can be seen in the behaviour of pupils and adults alike. Pupils know that they can rely on trusted adults to care for them and keep them safe.

The school has high expectations for pupils' behaviour and achievements. These expectations are reflected in pupils' conduct, attitudes to learning and in the work that they produce. Pupils are courteous and polite. They show positive attitudes in lessons and are eager to learn. At less structured times, they play positively and cooperatively.

The school is welcoming to all pupils. Difference and diversity are celebrated. Pupils, particularly those who are disadvantaged, benefit from the extensive range of extra-curricular activities that the school provides. These are offered without cost. Older pupils benefit from the responsibility of being a school prefect. Some act as 'peer mediators', supporting younger pupils and helping them to resolve conflicts. Pupils are proud of how welcoming they are of those that arrive new to the school.

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

The school has placed reading at the heart of the curriculum. A love of books is fostered throughout the school. The library is vibrant and inviting. Every pupil receives a book as a gift every year. In the Nursery class, children independently choose, share and enjoy picture books. Pupils at the early stages of learning to read are expertly taught by well-trained staff. Pupils who struggle or fall behind with their reading are identified swiftly and supported to catch up.

The school has developed and introduced a broad and ambitious curriculum. Pupils follow a clear sequence of learning. Teachers use their strong subject knowledge to explain new ideas with clarity. Pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum as their peers. Many pupils at the school speak English as an additional language. Consequently, the school places a high priority on pupils widening their vocabulary, language and communication skills. For example, lessons start with a strong focus on the key vocabulary that teachers expect pupils to learn and use confidently.

When necessary, teachers adapt activities to meet the needs of pupils. This includes for children in the early years. However, while teachers make regular checks on pupils' learning, sometimes, in some subjects, these checks do not identify precisely where pupils have gaps in knowledge. This means that, at times, some pupils' learning does not build successfully on what they already know.

Pupils' provisional outcomes in 2024 suggested that pupils leaving key stage 2 did not attain well in mathematics. The proportion of pupils who met the phonics screening check in Year 1 was also low. A high proportion of pupils join this school at various times

throughout each year. In addition, many pupils join the school with no spoken English. Many pupils, therefore, do not benefit from the school's ambitious curriculum, and strong guidance and support over an extended period of time. This affects how well these pupils achieve. Pupils who attend the school from the early years through to the end of Year 6 achieve well across a range of subjects.

Overall, children in early years get off to a secure start to their education. They follow a well-thought-out curriculum. The environment is organised well to allow children to develop in all areas of learning. However, while some adults engage children through purposeful interactions that develop children's language and communication, this is not consistently the case. Consequently, some children do not achieve as well as they could in this aspect.

The newly revised behaviour policy has had a positive impact. Adults apply the policy consistently. Pupils feel that everyone is treated fairly. At playtimes, boys and girls enjoy playing football together. Children in early years settle quickly into school routines.

Some pupils, including some disadvantaged pupils, do not attend school regularly enough or come to school late. These pupils miss out on important learning and have gaps in their knowledge. The school works relentlessly to improve pupils' attendance. It works very closely with families. Although there is evidence of some improvement in pupils' attendance, this remains stubbornly low.

Through the school's strong curriculum for personal, social, health and economic education, pupils are prepared well for life in modern Britain. They are respectful and responsible. Teachers provide opportunities for discussion and debate to further develop pupils' oracy. Pupils know how to keep themselves safe, including when using technology.

The school enhances pupils' learning with an extensive range of educational visits, experiences and visitors. These include visits to museums and galleries, attending a concert by a symphony orchestra and a trip on a steam train.

Leaders at every level share a strong vision to provide the best for the pupils, families and the community that they serve. Trustees and governors are skilled and knowledgeable. They support the school in realising this vision. Inclusivity is at the heart of the school's work. Staff are overwhelmingly positive about their workplace. They appreciate the investment in their support and continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, some interactions between adults and children lack focus. This means that children do not make as much progress as they could in developing their communication and language. The school should ensure that staff have a clear understanding of the expected learning for activities, so that interactions are consistently effective in developing children's communication and language.
- The attendance and punctuality of some pupils, including those who are disadvantaged, are too low. This means that these pupils miss too much of their education. The school should ensure that it continues its work to improve the attendance of pupils, including those who are disadvantaged.
- Assessment strategies in some subjects do not identify gaps in pupils' learning precisely enough to inform future teaching. This means that, sometimes, pupils' learning does not build on what they already know. The school should continue to refine the assessment processes in these subjects so that gaps in pupils' learning can be addressed with increasing precision.

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	143052
Local authority	Sheffield
Inspection number	10346599
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	Board of trustees
Chair of trust	Sarif Alrai
CEO of the trust	Rebecca Webb
Principal	Kate Abell
Website	www.abbeyfieldprimaryacademy.co.uk
Dates of previous inspection	25 and 26 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Five Rivers Multi Academy Trust.
- The principal took up post in September 2023.
- The school uses one unregistered alternative provider.
- The school has a specially resourced provision for pupils with social, emotional and mental health needs.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade. The inspection started on 8 October 2024. Inspectors

returned on 6 November 2024 to gather additional evidence in line with Ofsted inspections and visits: deferring, pausing and gathering additional evidence - GOV.UK

- 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and other leaders. The lead inspector met with the chair of the local governing body and representatives of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited lessons, looked at books and spoke to pupils and leaders in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors took account of responses to Ofsted Parent View, the pupils' survey and the staff survey. Inspectors spoke informally with parents at the end of the school day.
- During the inspection, inspectors met with groups of pupils, both formally and during less-structured parts of the day.

Inspection team

Ian Hardman, lead inspector	His Majesty's Inspector
Ann Pritchard	His Majesty's Inspector
David Carter	His Majesty's Inspector
Dughall McCormick	His Majesty's Inspector
Neil Butler	Ofsted Inspector
Rebecca Lumb	Ofsted Inspector

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