

Carfield Primary School

Address: Argyle Close, Sheffield, South Yorkshire, S8 9HJ

Unique reference number (URN): 107087

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve very well across the breadth of the curriculum and at every phase of the school. This high achievement is reflected in the school's overall outcomes in national tests, including the Year 1 phonics screening check. Pupils who face barriers to learning or those with special educational needs and/or disabilities progress well from their starting points. Pupils rapidly secure the basic knowledge they need in reading, writing and mathematics.

Pupils' work is of a high quality. Books demonstrate pupils' learning progressing well from their starting points. When asked, pupils keenly articulate a depth of knowledge across a range of subjects. For example, they talk in detail about topics, such as The Romans or Ancient Egypt. At all stages, including at the end of early years, pupils are very well prepared for the next stage of their education.

Curriculum and teaching

Strong standard ●

The school's comprehensive and ambitious curriculum outlines the knowledge pupils need in order to be well prepared for the next stage of their education. Leaders take a systematic approach to monitoring the impact of the curriculum, reflecting and making improvements where necessary.

In all subjects and across the school, pupils benefit from confident teachers whose strong subject knowledge supports rich and engaging lessons. Specific, subject-related training leads to consistent, high-quality teaching. Staff expertise in early years and key stage 1 leads to pupils quickly securing the basic knowledge they need in reading, writing and mathematics. Where pupils slip behind or where there are gaps in their knowledge, this is swiftly identified and addressed through targeted support.

Across the school, well-considered adaptations are made to support pupils with additional needs through, for example, the use of tablet computers, vocabulary mats or sentence starters. In mathematics, pupils independently access physical resources, when this is helpful for them.

The school has a strong focus on vocabulary and oracy. This is visible in the ways in which pupils confidently interact with adults and each other in lessons. They demonstrate increasingly impressive communication skills as they progress through school.

Teachers routinely use strategies in lessons to reinforce pupils' knowledge and understanding. They frequently make connections and revisit knowledge. This helps pupils to remember and secure their learning.

Early years

Strong standard ●

The school is determined that children will get off to a fantastic start. This ambition is successfully met. In Nursery, children are supported sensitively to settle in from the start. They learn and play in a highly structured, nurturing environment designed to support their

development. Staff build on this expertly in Reception Year. At all stages, parents and carers are closely involved in their child's experiences in early years.

Reading is prioritised and celebrated. In addition to focused phonics sessions, children enjoy stories at the end of the school day. They listen, enthralled, as adults bring books to life.

Throughout the early years environment, there is a priority placed on the development of communication and language. This is particularly evident in the high-quality interactions that adults have with children. Adults model language, use questions effectively and develop children's thinking. Teaching and activities are expertly matched to children's starting points. Adults provide clear explanations and children benefit from additional practice where necessary. Frequent checks and detailed knowledge about children's skills, understanding and dispositions enable staff to closely tailor their provision to children's needs.

Across all areas of learning, children in early years achieve very well. They are very well prepared for key stage 1.

Inclusion

Strong standard 

Inclusion is part of the lifeblood of this school. A sense of belonging is actively fostered and celebrated. Pupils know that school is a place where they are safe and can thrive.

Pupils who face barriers to their learning, including those with special educational needs and/or disabilities (SEND), have their needs rapidly and accurately identified by expert, well-trained staff. The school then ensures that these pupils' needs are met and barriers to learning are removed. This process is systematic and strategic. Leaders carefully check and track the progress of all pupils, who they identify as needing help. Where further support is necessary, it is quickly put in place and its impact is frequently reviewed. For example, pupils with social, emotional or mental health needs access highly supportive learning in the school's well-designed outdoor learning area. Further, similar support, including that for pupils with communication and language needs, is expertly provided in the school's 'Thrive' and 'Evolve' hubs. These spaces serve disadvantaged pupils particularly well. Staff receive high-quality training that equips them well to support pupils with SEND. The school's positive engagement with families, professionals and external agencies further contributes to the support for pupils in need of additional support.

Where the school receives additional funding, it is allocated well to maximise impact, especially for disadvantaged pupils. The impact of this funding is precisely monitored by leaders and governors.

Leadership and governance

Strong standard 

Leaders and governors have been responsible for significant improvement in all areas of the school's work since the last inspection. They are acutely aware of the school's strengths and ongoing areas for improvement. They have prioritised and devoted resources to areas that will have the greatest impact, such as the curriculum and removal of barriers for disadvantaged pupils. They remain relentless in their determination to provide the best possible education and care for their pupils.

Governors are highly skilled and knowledgeable. They have a deep understanding of their roles and responsibilities. The governing body has been decisive and instrumental in their leadership role at times when the school has faced challenges. They balance their support for the school with appropriate challenge as they undertake activities, such as focused visits to the school.

Staff value being part of the 'Carfield family'. They recognise and appreciate being part of the school's improvement journey. Leaders prioritise developing staff expertise and professional development, ensuring they have frequent high-quality training and support, for example, in relation to safeguarding or support for pupils with special educational needs and/or disabilities. There are numerous areas of the school's work that are celebrated locally and nationally. The inclusion team recently worked with the Department for Education and are recognised locally for their expertise.

Personal development and wellbeing

Strong standard ●

The school provides a personal development programme that is coherent, well structured and aimed particularly at pupils who are disadvantaged. Through this well-taught and comprehensive provision, pupils develop detailed knowledge across a range of themes, including the importance of healthy relationships and age-appropriate sex education. Pupils talk about how they manage their emotions. They also develop impressive strategies to resolve any conflicts. In addition to this planned programme, teachers are also responsive to issues as they arise in the community and for pupils. For instance, they introduce additional sessions when there are concerns about pupils' use of social media or keeping themselves safe online. Pupils understand that in Britain there are a range of different religions. They have knowledge about these religions and their beliefs and festivals. They understand the diversity that exists in wider British society.

Pupils demonstrate high levels of respect for each other and for the views of others. They have a deep understanding of the values associated with being a positive British citizen, such as democracy and the importance of tolerance. They have detailed knowledge of the different religions represented locally and nationally.

Leaders have high ambition for pupils, including those who are disadvantaged, to access high-quality and memorable experiences. This is reflected in the school's rich offer of curriculum enhancements and extra-curricular experiences. Pupils develop confidence and independence on sleep-overs and residential visits.

Pupils, over the course of their time in school, have opportunities to undertake leadership roles, such as membership of the junior leadership team. Formal applications or a democratic process for these roles equip pupils very well for their later lives.

The school ensures that pupils' aspirations and hopes for the future are high. Pupils learn about a range of careers and futures. For example, parents and carers provide 'talking-head' videos relating to their careers. These initiatives contribute to pupils having similarly high expectations for themselves as the school has for them.

Expected standard

Attendance and behaviour

Expected standard 

Clear policies and procedures, along with the work of the attendance team, ensure that there is a culture where attendance is prioritised. The school's strategies to improve attendance have led to improvements over time for most pupils. Punctuality has improved significantly. However, there is still more to do to ensure that pupils with special educational needs and/or disabilities consistently attend regularly.

The school is a place where any form of discrimination or harassment is not tolerated. Bullying is rare. Staff have high expectations of pupils' behaviour. This is also an area where there have been improvements over time. This is evident in the reduction in suspensions and instances of poor behaviour. Classrooms are calm, purposeful environments, where pupils show positive attitudes to their learning. Movement around the school building and extensive site is typically sensible and follows established routines. Staff apply the behaviour policy consistently. They know pupils well, leading to pupils being well supported and cared for. There are, however, some occasional instances where a small number of younger pupils do not live up to the high standards of behaviour the school expects of them. This is confined to less structured times when adult supervision is less evident.

What it's like to be a pupil at this school

All pupils belong and feel that they belong at this highly inclusive school. Adults greet them warmly and cheerfully as they arrive in the morning. Pupils thrive in an environment, where their care and wellbeing are significant priorities for staff.

All pupils, but particularly those who are disadvantaged or who have special educational needs and/or disabilities (SEND), achieve well as a result of very effective teaching and support. Pupils clearly enjoy learning. They enthusiastically contribute in lessons or engage positively in paired discussions as they develop their oracy skills.

Pupils mostly behave well. Staff have high expectations for behaviour and the school has established routines to support positive behaviour. This contributes to pupils being safe and feeling safe in school. They know that adults can be trusted to help them if they have worries. Pupils insist that bullying is not a problem at their school.

The school's ethos emphasises the values of resilience, respect and relationships. These values are lived out by pupils on a daily basis. Despite being a relatively large school, staff know each pupil individually. They know pupils' strengths as well as any barriers that they may face. The school's expertise in supporting disadvantaged pupils, including those with SEND, means that these pupils achieve well from their starting points. All pupils are very well prepared for the next stages of their education.

Pupils access a thoroughly planned personal development programme. There is a wide range of extra-curricular clubs available for pupils, such as sports, music and drama. Leaders ensure that disadvantaged pupils are prioritised in accessing this offer.

Leadership roles and a wide range of opportunities contribute to pupils developing independence and confidence. Pupils are extremely well prepared to contribute positively to wider British society.

Next steps

- Leaders should further strengthen their work to improve the attendance of all pupils with a particular focus on pupils with special educational needs and/or disabilities.
 - Leaders should ensure that all pupils show self-discipline and act as role models to others particularly during social and unstructured time.
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About this inspection

The chair of the board of governors in this school is Mr Brendon Kenny.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other leaders. Inspectors also met with representatives of the governing body and the local authority.

Inspectors spoke with several pupils, staff, parents and carers. Inspectors considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school currently uses one unregistered alternative provider.

Headteacher: Mrs Hannan Mohammed

Lead inspector:

Dughall McCormick, His Majesty's Inspector

Team inspectors:

Andrew Crossley, Ofsted Inspector

Chris Sergeant, His Majesty's Inspector

Marcus Newby, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

593

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

708

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

25.64%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.85%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.48%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	61%	Above
2024/25 (revised)	78%	62%	Above
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	69%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	72%	Close to average
2024/25 (revised)	80%	72%	Above
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	73%	Above
2024/25 (revised)	89%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	79%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	46%	Above
2024/25 (revised)	57%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	57%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25 (revised)	76%	63%	Above
2023/24 (final)	75%	62%	Above
2022/23 (final)	57%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (revised)	62%	59%	Close to average
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	60%	Close to average
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	60%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	68%	-13 pp
2024/25 (revised)	57%	69%	-12 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	57%	66%	-10 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (revised)	76%	81%	-5 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	57%	78%	-22 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (revised)	62%	78%	-16 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	57%	77%	-21 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (revised)	71%	81%	-9 pp
2023/24 (final)	65%	79%	-14 pp
2022/23 (final)	60%	79%	-19 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.7%	5.5%	Above
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	15.1%	13.3%	Close to average
2023/24 (3 term)	19.6%	14.6%	Above
2022/23 (3 term)	21.3%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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