

Tankersley St Peter's CofE (Aided) Primary School

Inspection report

Unique Reference Number	106637
Local Authority	Barnsley
Inspection number	355993
Inspection dates	4–5 July 2011
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Rev Keith Hale
Headteacher	Mrs B Bonham
Date of previous school inspection	23 June 2008
School address	Westwood New Road Tankersley, Barnsley South Yorkshire S75 3DA
Telephone number	01226 742357
Fax number	01226 740438
Email address	b.bonham@barnsley.org

Age group	3–11
Inspection dates	4–5 July 2011
Inspection number	355993

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors who observed six teachers in 16 lessons. The inspectors held meetings with senior and middle leaders, a group of pupils and representatives of the governing body. They observed the school's work, and looked at information about pupils' achievement and the quality of assessment procedures, the school development plan and school policies and procedures. They analysed staff and pupil questionnaires and the 64 responses returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It investigated the pace of progress made by pupils with special educational needs and/or disabilities.
- It explored the level and consistency of challenge in learning for those pupils capable of reaching higher levels.
- It determined the impact of assessment in accelerating the progress pupils make and their motivation and ownership of learning.

Information about the school

The school is an average sized primary school. Most pupils are White British. A below average proportion has special educational needs and/or disabilities, of which most are moderate learning needs. The proportion of pupils known to be eligible for free school meals is below average. A building programme is providing accommodation to enable the two Early Years Foundation Stage classes to learn in adjoining areas and for Year 5 to be housed in a permanent classroom. The school has achieved the Gold Standard for Healthy School status. It is part of a learning network to extend provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils reach average levels of attainment in English and mathematics. It demonstrates their good progress through the school from their skills on entry to the Early Years Foundation Stage which are generally lower than is typical for this age. Their good behaviour and above average attendance are promoted by interesting activities and a happy, supportive atmosphere. Regular opportunities through the day for pupils to develop a range of personal and inter-personal skills confirm their good personal development. Learning is within a secure environment, in which pupils feel safe.

Consistently good teaching, an improvement since the last inspection, is the key to pupils' good progress. Another improvement, made possible by teachers' accurate knowledge of the levels at which pupils work, has been the setting of individual targets for learning in literacy and numeracy which have also spurred pupils on. They provide specific aims over time, motivating pupils to learn, in order to move on to the next target. However, it is pupils' assessment of their own learning, which is built into lessons, which is motivating pupils most, through their ownership of their learning and the expectation that they will evaluate it critically. While tasks are planned carefully to engage pupils, the level of challenge for those capable of reaching higher levels in the Early Years Foundation Stage and Key Stages 1 and 2 is not always sufficiently high. Tasks do not focus strongly enough on, for example, giving such pupils opportunities to apply their knowledge and understanding in unfamiliar settings. The school has strengthened the provision and support for those pupils with special educational needs and/or disabilities. Teaching is very specific to the needs of these pupils and ensures, through very regular revisiting, that skills become secure. Training of teaching assistants in numeracy strategies has raised the quality of support for pupils who find some aspects of literacy and numeracy difficult and impacted positively on their pace of progress, which is good.

The good, calm and thoughtful leadership of the headteacher is supported effectively by the deputy headteacher. Their very secure knowledge of the school's work, brought about by detailed, regular evaluation of its performance, has enabled the school to continue to move forward. Middle leaders' focus on the school's priorities in their areas and this has extended ownership of improvement planning. Their concerted efforts have facilitated the school's progress. They are strengthening provision through their monitoring roles. The governing body's thorough knowledge of the school's work, through its questioning of the school, ensures it can steer the school successfully and secures its good capacity for further improvement.

What does the school need to do to improve further?

- Enable all pupils and the children in the Early Years Foundation Stage to make outstanding progress in their learning by ensuring that:

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- the level of challenge in tasks matches accurately the needs of pupils, particularly those capable of reaching higher levels.

Outcomes for individuals and groups of pupils

2

All groups of pupils make good progress. Pupils learn effectively in lessons because tasks are chosen carefully to engage both boys and girls. More opportunities for boys to learn independently and to solve problems have been significant in motivating them and improving their progress. The adoption of effective strategies to improve pupils' literacy and numeracy in Key Stage 1 is resulting in pupils' developing secure basic skills on which to build through the school. Attainment has risen at the end of Key Stage 1 and is now above average. There has not been enough time for changes to fully influence attainment at the end of Year 6, which is average and rising. While more-able pupils do not make enough progress when tasks are not a close enough match to accelerate their learning, this is not always the case. For example, a Year 2 literacy lesson using the effective stimulus of the Katie Morag story showed good challenge for all pupils. Carefully planned and exciting learning opportunities motivated pupils. Pupils with special educational needs and/or disabilities make good progress and their confidence grows as they move forward in their learning. This was very evident in Year 2 when these pupils skilfully grouped numbers and explained their methods.

Pupils like having responsibilities and being involved in making decisions about their school. School council representatives have taken key roles, for example, in reviewing school meals and reviewing the anti-bullying policy. There are a range of other opportunities for pupils to develop team and leadership skills. Pupils know how to keep safe and are able to explain how to avoid dangers. As with their good understanding of the importance of living healthily, this is based on a comprehensive programme which builds through the school. Lessons and responsibilities promote pupils' good social and moral development and this is evident in their actions and empathy towards others. Pupils' spiritual and cultural development is also good, aided by meaningful opportunities to promote pupils' understanding of the beliefs and lifestyles of others. Overall, with their average skills in English and mathematics pupils are satisfactorily prepared for the next stage of their education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Effective teaching ensures pupils are keen to learn. Classrooms provide them with lots of useful information to help them to move forward, especially in literacy and numeracy. This is further encouraged by good relationships with staff, which promote a positive learning environment. The good teaching is characterised by clarity of purpose of learning and interesting activities. As a result, pupils quickly engage with learning which more and more involves them in learning for themselves. The impact of the new strategies for teaching literacy and numeracy is quickened by the assessment of pupils' knowledge and skills prior to a new unit of learning. This ensures that any gaps in learning are tackled and individual targets provided. Questioning is generally very specific and helps pupils to extend their knowledge. Marking, another aspect which has improved substantially since the last inspection, tells pupils what they have achieved and the next steps, often in great detail. The recent 'two wishes and a star' method is further refining the effectiveness of marking.

The curriculum is a key factor in promoting pupils' enjoyment of school and learning, and their good personal development. In particular, the development of enterprise activities in all year groups is promoting a wide range of skills, including pupils' critical thinking and team work. Literacy and numeracy are well-planned across other subjects so that pupils are able to practise and refine their skills regularly. Topics are interesting, encourage creativity, and enable pupils to learn in greater depth and more and more for themselves. Provision for pupils who find aspects of learning difficult is good because support is based

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

very closely on building individual skills. The needs of the more able are not always met and while there is occasional provision for pupils with particular gifts and talents, as part of partnerships with other schools, this is not built into planning. Pupils say that visitors and visits provide an interesting start to themes. They enjoy a wide choice of after-school activities which show variety, for example, a pets club and a computer club.

The school's commitment to the care and security of pupils is supported by effective systems to help to keep them safe. Staff know the pupils well and work closely with a range of external agencies that add to the school's support. The school can show how, for example, their strategies to modify pupils' behaviour have impacted positively on behaviour. With a few pupils, this is work in progress. However, it is the effective communication with parents and carers which ensures that the school's support is timely, addresses individual needs and is modified to meet changing circumstances. Both pupils and parents and carers praise transition arrangements, both within classes and stages and in pupils' preparation for secondary school. They take into account pupils' different needs, take place over time and result in pupils' growing confidence in facing future challenges.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The good leadership of the headteacher and the commitment and shared vision of the staff are pivotal to its improvement. The clear focus and purpose to the school's work is backed up by well thought-out strategies. Reviewing and evaluating of findings are on-going, detailed and lead to very specific points for improvement, although the way data is presented makes it sometimes difficult to access. The monitoring of teaching since the last inspection has improved, and has led to more prompt identification and addressing of weaknesses. As a result, very appropriate strategies in mathematics have led to above average attainment in Key Stage 1 and writing levels have improved steadily throughout the school. Subject leaders are strengthening the school's work through their accurate understanding of provision in their areas. They monitor the outcomes in their areas through scrutiny of planning and work, although as yet do not observe lessons in their subject.

The governing body demonstrates good effectiveness. It ensures safeguarding arrangements are good with careful attention to child protection and the checks made ensure that all are suitably vetted to work with children. Members of the governing body regularly review systems and have a well-organised system to evaluate policies and procedures. They have a good understanding of the performance of the school because they find out information which enables them to challenge its work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

A priority for the school is the focus on equality of opportunity which ensures all pupils have opportunities to take part in school activities. The gap in standards between different groups has closed especially for boys and the school is aware of the need to turn the spotlight on the more able pupils.

The school uses its wide range of partnerships to enhance learning, especially in the curriculum, and in ensuring pupils' well-being. They are also used well to promote community cohesion. Staff have developed meaningful opportunities for pupils to develop local partnership links and also to gain understanding through international links. National links are developing. However, overall, there is good coverage of socio-economic, religious and ethnic strands. The links with parents and carers are comprehensive, and weekly information about class events and how parents and carers can support their children's learning, are significant in the positive relationships between home and school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children are happy, settled and busy, within a bright and lively environment. A wide range of activities both inside the classroom and outdoors enable them to develop knowledge and skills across all aspects of learning. Building work has been managed well and careful timetabling has ensured that all of the children have been able to access outdoor learning. Children make good progress in their learning and personal development because tasks are generally carefully planned to match their needs and interests. However, activities for more-able children are not always as challenging as they could be.

From the time the children enter the Nursery, there are clear expectations of their behaviour. Children learn to cooperate with each other and to help each other. They practise making decisions about their learning, with teachers and teaching assistants working alongside them to ensure that they experience all activities. Assessments

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

recorded in children's learning journeys show that this is the case. Occasionally, there are missed opportunities to extend learning through questioning children while they are involved in their tasks. Children also benefit from regular opportunities to take responsibility, including tidying-up, which they do well. Their safety is high priority and the children show a good awareness of how to stay safe in the classroom and outdoors.

Effective leadership and management are keys to the good start that the children have. This is boosted by good communication between the staff, and parents and carers, which starts in the Nursery class. Fact-finding meetings are held and enable staff to respond to how children like to learn. Importantly, arrangements for learning in Year 1 ensure a smooth transition from the Early Years Foundation Stage. Good team work and joint planning of teachers and teaching assistants ensure continuity. The leader regularly evaluates practices and their impact and as a result, the stage is able to keep improving.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A large majority of the parents and carers who responded to the questionnaire were supportive of the school's work. Almost all parents and carers judged the school to meet their children's particular needs. A few parents and carers added comments, most of which related to individual issues. One parent/carer told of her high level of satisfaction with the progress, learning and care of her child. Several praised the commitment of the headteacher and staff. However, a small minority expressed their concern that instances of poor behaviour are not always addressed firmly enough. The inspection found evidence that the school has appropriate strategies in place which are modifying behaviour, sometimes with the help of outside agencies. Nevertheless, the headteacher is aware that there are these concerns, whilst retaining the anonymity of the parents and carers who expressed them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tankersley St Peter's CoFE (Aided) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	59	24	38	0	0	0	0
The school keeps my child safe	34	53	26	41	4	6	0	0
My school informs me about my child's progress	28	44	33	52	2	3	0	0
My child is making enough progress at this school	23	36	38	59	2	3	0	0
The teaching is good at this school	22	34	40	63	2	3	0	0
The school helps me to support my child's learning	22	34	36	56	6	9	0	0
The school helps my child to have a healthy lifestyle	28	44	33	52	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	39	37	58	1	2	0	0
The school meets my child's particular needs	28	44	34	53	2	3	0	0
The school deals effectively with unacceptable behaviour	17	27	32	50	10	16	3	5
The school takes account of my suggestions and concerns	22	34	33	52	5	8	1	2
The school is led and managed effectively	30	47	30	47	3	5	0	0
Overall, I am happy with my child's experience at this school	30	47	29	45	5	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 July 2011

Dear Pupils

Inspection of Tankersley St Peter's CofE (Aided) Primary School, Barnsley, S75 3DA

Thank you for making us welcome during our recent visit. We enjoyed watching you learning and playing. We particularly liked having the opportunity to talk to you and hear what you think about your school. We have taken your views into account.

Your school is a good school, in which you feel safe and well cared for. There are lots for you to do, both in lessons and in after-school clubs. Teachers make lessons interesting for you and you have opportunities to learn a lot for yourselves. You reach average levels in English and mathematics by the end of Year 6, which shows you make good progress through the school. Teaching is good and your targets are helping you to make quicker progress. We were pleased to see your good personal development, shown in your good behaviour and participation in after-school clubs and a range of responsibilities.

While tasks often really make you think, we found that some of the work you are given, especially for those of you able to reach higher levels, is not carefully enough thought out. Therefore, I have asked your headteacher, who leads the school well, to make sure that your work is always at the right level to help you move forward more quickly.

I know that all of you will want to help the school to make these improvements and I hope that you will do so by working as hard as you can.

Yours sincerely

Lynne Blakelock

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.