

Tickhill St Mary's Church of England Primary and Nursery School

St Mary's Road, Tickhill, Doncaster, South Yorkshire, DN11 9LZ

Inspection dates 12–13 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in mathematics is not good in Key Stage 2 and pupils do not apply their knowledge to extend their skills in other subjects.
- Teaching requires improvement because teaching of mathematics in Key Stage 2 is not effective. Teachers do not expect enough of what pupils can achieve.
- A small proportion of pupils say they do not feel consistently safe at school.
- The impact of leaders in the school is limited in terms of improving the quality of teaching and the achievement of pupils especially in mathematics. They do not check teaching accurately enough. The leaders' evaluation of the school is not robust enough and is too positive.
- Governors do not systematically challenge senior leaders and do not have a thorough understanding of the school's self-evaluation.

The school has the following strengths

- The progress of pupils in the Early Years Foundation Stage and Key Stage 1 is good and it is good in reading and writing throughout the school.
- The quality of teaching in the Early Years Foundation Stage and in Key Stage 1 is consistently good.
- The leadership in English ensures lessons meet pupils' needs and achievement is above average.
- Pupils' behaviour around the school and in lessons is good.
- The curriculum provides a broad range of experiences that contribute well to the pupils' spiritual, moral, social and emotional development.

Information about this inspection

- The inspectors visited 17 lessons taught by eight teachers; two were joint observations with the headteacher.
- Inspectors observed and spoke to pupils during lessons and at lunch and break times. They met formally with a group of pupils.
- Meetings were held with senior leaders and managers. A meeting also took place with the Chair of the Governing Body, two parent governors, one of whom was a foundation governor. A meeting took place with a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including arrangements for safeguarding, performance management, attendance figures, information about pupils' attainment and progress, and pupils' books.
- The views of 33 parents were analysed through the on-line questionnaire (Parent View).

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- The school is a smaller than the average sized primary school.
- The proportion of disabled pupils and those who have special educational needs, supported through school action is below average.
- The proportion supported at school action plus, or who have a statement for special educational needs, is lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils supported through the pupil premium (additional funding for children in local authority care, those from service families and those known to be eligible for free school meals) is below average.
- The majority of pupils are of White British heritage, and there are no pupils who speak English as an additional language.

What does the school need to do to improve further?

- Improve the quality of teaching across Key Stage 2, particularly in mathematics by:
 - raising the expectations of what pupils can achieve by the end of Key Stage 2
 - using questions more effectively to check on pupils' understanding in lessons and adjusting teaching when it becomes clear that learning is not fast enough
 - ensuring tasks in lessons motivate all pupils to apply and extend their skills, especially in mathematics, throughout the whole lesson
 - providing more opportunities for pupils to use their skills in mathematics in other subjects
 - providing teaching assistants with a clear role to play in lessons, which supports pupils' learning
 - ensuring marking helps pupils to know how to improve.
- Ensure that all pupils feel safe in school at all times, especially in the playground.
- Improve the effectiveness of leadership and management and governance by:
 - increasing the rigour of the school's self-evaluation to ensure all judgments are accurate and based on a secure collection of evidence
 - improving the effectiveness of the monitoring of pupils' progress and the quality of teaching
 - ensuring that governors systematically and robustly challenge the senior leaders and are fully informed of all aspects of the school's provision. An external review of governance should be taken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Children start school with skills that are typical for their age and make good progress in reading and writing throughout the school. However, pupils do not make enough progress in mathematics in Key Stage 2. As a result, pupils' overall achievement requires improvement.
- In the Early Years Foundation Stage children make good progress. This is a result of effective teaching. Letters and sounds are taught well and progress in reading and early writing is good.
- Progress overall from Year 1 to Year 6 requires improvement. It varies between subjects, being good in English but inconsistent in mathematics and is weaker in Key Stage 2.
- Pupils make good progress in reading and writing and attainment is above average in Years 2 and 6. Pupils in Year 2 tackle difficult words successfully and in Year 6 use their reading skills for research. Pupils apply their writing skills well in other subjects.
- Progress in mathematics is good in Key Stage 1 but pupils do not make enough progress in Key Stage 2. Attainment is broadly average. Although pupils know basic number skills they do not use harder skills to solve problems and extend their skills.
- Although the more-able pupils achieve well overall in Key Stage 1 and in English across the school, this is not the case in all lessons especially in Key Stage 2 where teaching is less challenging. In mathematics, the number of more-able pupils exceeding the expected level by Year 6 is lower than average.
- The progress of disabled pupils and those with special educational needs requires improvement because of weaker progress in mathematics. In reading and writing their attainment is above average but in mathematics it is lower than average in Key Stage 2.
- Pupils supported by the pupil premium make the same progress as other pupils. Those known to be eligible for free schools meals do not achieve as well as others in mathematics. In this subject, their attainment is lower than average and the gap between these groups in school is bigger than it is nationally. This is not the case in English, where achievement and attainment are above average and the gap between groups of pupils in school is closer than it is nationally.

The quality of teaching

- Teaching is good in the Early Years Foundation Stage and Key Stage 1. However, it is weaker in Key Stage 2 especially in mathematics and overall requires improvement.
- In Key Stage 2 when teaching requires improvement expectations of what pupils can achieve are not high enough and work is set that lacks challenge. The pace of lessons is not brisk enough to keep pupils interested. Teachers' questions fail to get pupils to think deeply about their learning. Questions do not check enough on pupils' understanding so teachers do not reshape tasks to improve learning.
- These weaker aspects especially slow down progress in mathematics. Teachers do not always draw out from pupils the methods they are using, then advise them on how this can be adjusted. There are not enough opportunities to use mathematics in other areas of the curriculum.
- On the other hand, the teaching of reading is effective throughout the school. All classes have time allocated to reading and teachers ensure pupils have strategies to tackle new words. This helps their fluency of reading and their enjoyment of stories.
- Marking is done regularly throughout the school. Comments often praise pupils' efforts but do not always make it clear what they have to do to improve. In Key Stage 2, some incorrect work is not identified and pupils do not always correct their errors.
- In the effective lessons teachers have high expectations and lessons are challenging. Activities are varied and keep pupils interested and enthusiastic about their learning. Teachers use

effective strategies to regularly check pupils' understanding and work is set at the right level.

- Teaching assistants are used effectively in many lessons to offer advice and support groups. However, in Key Stage 2 teachers do not always make it clear to support staff what is expected of them to ensure the needs of all pupils are fully met.

The behaviour and safety of pupils

requires improvement

- Behaviour and safety requires improvement specifically because, while most pupils feel safe in school, there are aspects of the school site they would like to see improved to ensure they feel secure at all times.
- In lessons, pupils' attitudes to learning are consistently positive and any disruption is minor. Where pupils lose focus in lesson, it is when teaching fails to sustain their interest.
- Good systems are in place to manage behaviour. Positive behaviour in class and around school is rewarded and the pupils respond to this very positively.
- Pupils have a good awareness of the different forms of bullying and say that it is very rare in their school. Pupils understand what it is to be safe or unsafe and talk about how to avoid the potential dangers of using the Internet. Pupils talked very positively about the success of e-safety week and know what they must do to avoid potential dangers.
- Pupils show courtesy to one another and to adults. They attend regularly and are punctual to lessons. In the playground, pupils include each other in activities and have equipment for team games. Pupils cooperate well with one another.
- Pupils are proud of their school, in particular they like that they attend a church school. One pupil said: 'I like being in a church school because it means you get to go to church and have quiet time to talk to God.'

The leadership and management

requires improvement

- Leadership and management require improvement because changes since the previous inspection have not been fast enough. This is linked to a lack of accuracy in the school's assessment of its performance which does not identify the correct priorities. The school believes it is doing better than it is in terms of the pupils' achievement and teaching, which means concerns are not being fully addressed.
- Although there is evidence of good teaching there are variations between classes and subjects because of inaccurate monitoring by leaders especially of mathematics. Staff are given aspects to improve but the expectations about what pupils should be learning are not high enough especially in mathematics and Key Stage 2.
- Systems to track pupils' progress are more secure. However, as yet leaders are not using this information promptly to identify weaker aspects. As a result, actions to raise progress, especially in mathematics and in Key Stage 2, are not having enough effect. This also makes it difficult to ensure all pupils have equal opportunity although this is done successfully for pupils lower down the school.
- Teachers have targets to raise their performance but some lack precision. Nevertheless, pay awards are linked to staff improvement and teachers' targets are linked with the school's priorities.
- Training is provided regularly. English training is more successful than for mathematics; the success of training teachers to teach letters and sounds is evidence of this. Training in mathematics is starting to have some impact on teachers' skills.
- The management of English is leading to more success because of well thought out policies to help pupils make good progress in reading and writing. Success can be seen in the results of national tests.

- The curriculum provides a broad range of opportunities. There are more opportunities to practise literacy skills in other subjects than numeracy skills. Visits and visitors contribute well to pupils' spiritual, moral, social and cultural development. Pupils learn about their own faith, as well as the values and customs of other faiths.
- Arrangements for safeguarding pupils meet statutory requirements.
- The local authority offers effective support and has an accurate understanding of the school's strengths and weaknesses.
- **The governance of the school:**
 - Governors do not review data and are not sufficiently aware of how the school's achievement compares with national figures and, therefore, are currently unable to support the school to make the appropriate improvements. They do not check that pupil premium is having a positive impact on the progress of those who receive this support. Governors do not have an accurate picture of the quality of teaching and the impact this has on pupils' learning and achievement. This means that although governors are aware of the procedures to check on teachers' performance they do not have a clear understanding of the allocation of pay awards. They do not systematically and robustly challenge senior leaders about the school's achievement or its evaluation of provision. This means that the school judges its provision inaccurately.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106777
Local authority	Doncaster
Inspection number	400860

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	210
Appropriate authority	The governing body
Chair	Philip Beavers, JP
Headteacher	Jayne Boaler
Date of previous school inspection	5 November 2009
Telephone number	01302 742569
Fax number	01302 746446
Email address	admin@tickhill-st-marys.doncaster.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

