

# All Saints Academy Darfield

School Street, Barnsley, South Yorkshire, S73 9EU

**Inspection dates** 4–5 June 2014

|                                |                      |                          |          |
|--------------------------------|----------------------|--------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Not previously inspected |          |
|                                | This inspection:     | <b>Good</b>              | <b>2</b> |
| Achievement of pupils          |                      | Good                     | 2        |
| Quality of teaching            |                      | Good                     | 2        |
| Behaviour and safety of pupils |                      | Good                     | 2        |
| Leadership and management      |                      | Good                     | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress throughout the school and attain average standards in reading, writing and mathematics by the time they leave Year 6.
- All groups of pupils, including the most able and those with special educational needs, make good progress. Pupils known to be eligible for the pupil premium are supported well, make good progress and attain in line with similar pupils nationally.
- Teaching is good throughout the school. The teaching of writing is a particular strength. Teaching assistants are effectively deployed and have a positive impact on pupils' learning in all classes.
- This is a happy school where relationships are good. Pupils behave well and work hard in lessons. They say they feel safe and enjoy school. Rates of attendance have improved to above average levels.
- The headteacher and other leaders in the school, well supported by the St. Mary's Academy Trust, provide good leadership and management. Teaching and learning are well led and managed and account for improvements in these areas.
- Governance is fully effective. Governors have a comprehensive knowledge of the school and know exactly where improvements are needed.

### It is not yet an outstanding school because

- Although improving, standards of mathematics are not as high as in reading and writing. Pupils do not have enough opportunities to apply their mathematical learning in other subjects.
- Opportunities for independent work, such as carrying out investigations or research are limited in Years 3 to 6. Not enough pupils attain the higher levels, especially in mathematics, by the end of Year 6.

## Information about this inspection

- Inspectors saw teaching and learning in all classes, observing seven mainly full lessons, including a joint observation with the headteacher. In addition, a number of shorter visits were made to lessons in the Early Years Foundation Stage and to see particular aspects such as the teaching of reading, physical education or pupils being taught individually or in small groups. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Past and current work was scrutinised and some pupils were heard reading.
- Meetings were held with school leaders and other staff, members of the governing body and with representatives of the St.Mary’s Academy Trust.
- Documents, including school development planning and reports showing the school’s view of its own performance, safeguarding information and policies and records relating to behaviour, safety and attendance were scrutinised. A range of information on the performance of the school in comparison with other schools nationally was analysed. The school’s records of pupils’ progress were also reviewed.
- The views of 12 parents who completed the on-line questionnaire (Parent View) were analysed. Short discussions were held with 15 parents at the beginning of the second day of the inspection. The results of a recent school survey of parents’ views when 71 parents responded in March 2014, were also taken into account.
- Inspectors received the views of staff through discussions and also through analysing 27 responses to the inspection questionnaire. They received the views of pupils though both informal and pre-arranged discussions.

## Inspection team

Roger Sadler, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

## Full report

### Information about this school

- All Saints Academy converted to become an academy school on 1 September 2012. The school is supported by the St. Mary's Academy Trust. When its predecessor school, Darfield All Saints C of E Primary was previously inspected in 2012, it was found to be a good school.
- In this smaller than an average-sized primary school, the large majority of pupils are of White British heritage and speak English as their first language although a few pupils join the school at very early stages of learning English.
- A high proportion of pupils are supported by the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion supported at school action plus or who have a statement of special educational needs is also average.
- In 2013, the school met the government's current floor standards which are the minimum expectations for pupils' attainment and progress.

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

- Further improve the quality of teaching and pupils' progress, especially in mathematics by:
  - helping more pupils attain the higher levels by the end of Key Stage 2 by providing further opportunities for personal research and investigation in both mathematics and English
  - providing more frequent opportunities for pupils to develop and apply their number skills in subjects other than mathematics.

## Inspection judgements

### The achievement of pupils is good

- Throughout the school pupils make good progress because they are well taught and they enjoy and are motivated by their lessons. Rates of progress have accelerated since the academy opened and are continuing to improve.
- Children join the Early Years Foundation Stage with levels of skills and knowledge that are well below those typical for their age. The school works closely with parents to help children settle quickly. Although attainment is a little below national averages by the end of Reception, children make good progress in the Early Years Foundation Stage, especially in writing and reading.
- In Years 1 and 2 standards have steadily risen over the last 2 years so that pupils currently in Year 2 are on track to attain national averages in reading, writing and mathematics. More pupils are set to attain in line with national averages in Year 1 national reading tests this year. Another key improvement this year is that a greater proportion of Year 2 pupils are working above standards typical for their age.
- In Years 3 to 6, pupils continue to make good progress and standards are average by the end of Year 6 in reading, writing and mathematics. The school is aware however that not enough pupils yet attain the higher levels (level 5 and 6) by the end of Year 6, especially in mathematics.
- Although 2013 national data indicates that pupils attained average standards, it also indicated that pupils made significantly less progress than in other schools nationally. Inspection evidence of the school's accurate records and of pupils' work indicate that pupils' progress is not a concern, as previous national data was based on too high an assessment of last year's Year 6 pupils when they were in Year 2. The school has improved the accuracy of assessment in Year 2 and it is clear that progress between Year 2 and Year 6 is good.
- Pupils make very good progress in reading and writing throughout the school. Progress in mathematics, although good, is not quite as strong as in reading and writing.
- The school's ethos is fully committed to promoting equal opportunities and all pupils are expected to achieve their best. Particular groups of pupils achieve well. Disabled pupils and those with special educational needs are regularly given additional support in lessons and in small groups. Pupils at the early stages of learning English soon grow in confidence with their English, progress well and enjoy school. Although the most able progress well, especially in younger classes, their progress is slowed a little in Years 3 to 6 when the curriculum provides too few opportunities for personal research and investigation.
- By the age of eleven there still exists a gap between the attainment of those pupils eligible for the pupil premium and other pupils. By the end of 2013 Year 6 pupils eligible for the pupil premium were more than a year behind other pupils. This year, the gap has narrowed significantly and has been halved. In younger classes, this gap is set to narrow further over the next few years. This is due to improved provision made possible by the wise use of additional funding provided for these pupils. Much of this funding is being spent on additional teaching assistants who provide good support to the learning of these pupils.

### The quality of teaching is good

- Teaching is consistently good throughout the school, not only in reading, writing and mathematics, but also in other subjects such as physical education and personal and social development.
- Teaching and other aspects of provision are good in the Early Years Foundation Stage. The Nursery is particularly well resourced and focusses strongly on the development of thinking and questioning skills. Staff in the Early Years Foundation Stage intervene judiciously when children are learning to help them make good progress.
- Teaching and learning are enhanced by high quality relationships between staff and pupils and by pupils' good behaviour. Pupils are taught to aim high, to have a go and not be afraid to make

mistakes. They enjoy their lessons and enjoy school. Lack of concentration or effort or poor behaviour is not tolerated and pupils are expected to work hard throughout the day. One child reflected the views of many when he said, 'We have to work harder than we used to.'

- Teachers and leaders show strong knowledge of the learning needs of each individual pupil. Underachievement, both in the longer term or during a single lesson, is quickly identified and addressed. Any pupil who doesn't quite 'get it' in a lesson is assigned to an 'analysis group' where they are given extra help, either individually or in a small group, until they reach their targets.
- Teaching assistants are effectively deployed throughout lessons and have an important impact, especially on the progress of those who, for one reason or another, find learning more difficult.
- Pupils are given clear feedback on their work, both orally and through good quality written marking. They are helped to understand where to focus their efforts to learn. In Years 3 to 5, however, pupils are not always required to correct their work in order to clear up any misunderstandings they may have or to improve it.
- Progress in reading is improving due to good quality teaching of letters and sounds in the younger classes and well-taught daily guided reading sessions throughout the school. Writing has a high profile in the school's curriculum and pupils are provided with many exciting ideas to stimulate them to want to write. They are also challenged to improve particular writing skills in subjects other than English, such as religious education and history. Mathematics is well taught overall but, in some classes, chances are missed to teach mathematics in other subjects.
- The effective use of additional sports funding has led to improvements in the teaching and learning of physical education (PE) including sports, both within the school's timetable and during after-school sessions. Excellent teaching of PE was observed during the inspection. Pupils have many opportunities to engage in a wide range of sporting clubs after school most days and participation and enthusiasm are high among pupils. Staff are improving their own teaching of PE by learning from the external coaches who visit the school frequently.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good.
- Pupils behave well throughout this harmonious and happy school. Many pupils, speaking to inspectors, said that behaviour at school was typically as good as that observed during the inspection. Pupils behave well on the school playground and in the dining hall at lunchtimes. Occasionally, in the corridors pupils can be a little noisy. Many parents remarked on improvements in pupils' behaviour over the last two years.
- Behaviour in lessons is consistently good and staff apply the school's effective behaviour management policy consistently and fairly. Any instances of poor behaviour are quickly checked and this helps pupils maintain concentration and learn well. Pupils say they enjoy lessons and that teachers make them interesting and fun.
- Older pupils readily take on responsibilities, especially to help younger pupils, and act in a mature and sociable way with visitors.
- The school has an extensive and effective personal education programme. Pupils enjoy the regular listening and speaking sessions that enable them to raise any concerns they may have. The school's ethos and curriculum continually promote pupils' spiritual, moral, social and cultural development well. Pupils frequently reflect on larger issues, know right from wrong and relate well to each other and to adults.
- The school's work to ensure that pupils are safe and secure is good.
- The headteacher and the governing body ensure that all child protection and other aspects of safeguarding, including staff training and staff recruitment practices, fully meet current requirements. Work to help keep pupils safe on the internet is good. This has a high profile in all classrooms and pupils show a good awareness of sensible internet practices.
- Pupils say they feel safe in school and free from all kinds of bullying. They are also confident that any instances of bullying that arise are soon dealt with by staff.

- The school works well with parents and external agencies to support personal or family problems.
- Attendance last year was below average, but much improved procedures to support regular attendance have resulted in considerably improved rates of attendance which are above average this school year.

## **The leadership and management are good**

- The headteacher, effectively guided by the Academy Trust and supported by school staff, has brought about many improvements in pupils' achievement, in the quality of teaching and in leadership and management since the academy was established in September 2012.
- The support of the St. Mary's Academy Trust has had an important effect on many aspects of school improvement, especially in the Early Years Foundation Stage and in improving the quality of teaching. The school's relationship with the St. Mary's Academy Trust and the challenge, intervention and support provided, given its wide impact on school improvement, provides a good model for other schools.
- The headteacher's regular meetings with each teacher to discuss the progress of each pupil in the class and what can be done to provide any further support have helped all teachers understand their responsibility for pupils' progress and know that additional support is available if it is needed.
- The school improvement plan is carefully targeted on exactly the right issues and provides sound support for the school to continue to improve. However, because the success criteria in the plan are sometime too vague and the intended actions lack detail, it is not easy to evaluate the impact of the plan.
- Good methods of checking the work of the school, especially pupils' progress and the quality of teaching, have led to a consistently effective approach throughout the school to issues such as the management of behaviour or the teaching of reading. Teachers appreciate the regular support they receive on how to improve their work. Staff training is well-focused and the school has good ways to help teachers and teaching assistants learn one from another. Pay rises relate to teachers reaching their targets. The effective leadership of learning and teaching have had a positive effect on pupils' improving progress.
- Leadership at all levels is effective and improving well. Middle leaders, such as subject leaders or the leaders of phases, for example the Early Years Foundation Stage, are adapting to their roles well and recognise their accountability for pupils' attainment and the quality of provision within their areas of responsibility. They are given good guidance and support, not only from within the school but also by the Academy Trust.
- Many parents and pupils recognise the improvements over the last two years. Pupils are particularly proud to be at the school. Many new pupils talk of how happy they have been at school since they arrived.
- The curriculum is good. It is very well modified to meet the learning needs of those who find learning more difficult. More could be done to help pupils, especially the most able pupils, to undertake more independent work, however. The strong emphasis on reading and writing across all subjects has helped improve rates of progress in these subjects considerably but there are too few chances for pupils to practise and reinforce their mathematical skills in other subjects. Pupils are very enthusiastic about the regular residential and other visits. They are also keen on the wide range of after-school clubs. The curriculum in the Early Years Foundation Stage is rich and varied and is well balanced between that which the teacher directs and more independent work.
- **The governance of the school:**
  - Governors are very well informed about key aspects of the school's work. They provide an intelligent and effective balance of support and challenge to senior leaders.
  - The governors' understanding of pupils' achievement and the quality of teaching continues to improve. Governors are skilful at analysing national data and school records to ensure that the

school is performing effectively. They know that the pupil premium funding benefits the appropriate pupils.

- The performance of all staff is carefully managed. Governors show clear awareness of the strengths and weaknesses in teaching and governors play an important role in the management of performance of staff and ensure that pay is closely related to the performance of pupils.
- The management and oversight of finances are sound and the school is being effective in establishing a small surplus in its budget.

## 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

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 138234   |
| <b>Local authority</b>         | Barnsley |
| <b>Inspection number</b>       | 425687   |

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

|  |                          |
|--|--------------------------|
| <b>Type of school</b>                      | Primary                  |
| <b>School category</b>                     | Academy sponsor-led      |
| <b>Age range of pupils</b>                 | 3–11                     |
| <b>Gender of pupils</b>                    | Mixed                    |
| <b>Number of pupils on the school roll</b> | 210                      |
| <b>Appropriate authority</b>               | The governing body       |
| <b>Chair</b>                               | Sharon Cook              |
| <b>Headteacher</b>                         | Courtenay Walls          |
| <b>Date of previous school inspection</b>  | Not previously inspected |
| <b>Telephone number</b>                    | 01226 752293             |
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