

Shafton Primary Academy

High Street, Shafton, South Yorkshire S72 8QA

Inspection dates 17–18 November 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Outstanding, determined leadership, driven by the highest aspirations to provide the best for every pupil, has steered the academy through a period of rapid change and disruption and governance has become increasingly effective. As a result, the academy is improving rapidly in all areas. Achievement has risen, the quality of teaching and behaviour has improved and pupils flourish in a vibrant learning community.
- Spiritual, moral, social and cultural development is a strength. Pupils are keen learners, acquire fundamental British values and grow into polite, mature individuals, who respect other ways of life and religions.
- Pupils feel safe and say bullying is not a problem. They told inspectors how much they enjoy everything they do, which is one reason why attendance has risen. One typical comment was, 'We like learning new things that we didn't know before.'
- The early years provision gives children an outstanding start and firm foundation to their learning, because staff skilfully capture their interests, so they really want to investigate and learn and consequently make very rapid progress.
- Achievement is good for all pupils, including those who are disabled or have special educational needs and those who are disadvantaged. Attainment is above national averages in reading, writing and mathematics by the end of Year 6.
- Good teaching and a curriculum enriched by many extra learning activities, such as art, Spanish, music and sports coaching, capture pupils' interest and make them want to learn more.
- The great majority of parent responses in the online questionnaire and in the academy's own surveys were very positive, saying that their children enjoy attending school, are safe and well looked after.

It is not yet an outstanding school because

- Achievement, although rising securely, is not yet outstanding.
- Pupils' attainment in mathematics lags just behind their attainment in reading and writing because they are not always certain of basic mathematical facts, such as multiplication tables.

Full report

What does the school need to do to improve further?

- Build on current improvements to further raise achievement throughout the school by:
 - making sure all recently-introduced methods and approaches to teaching and learning are securely in place in order that they make an even greater impact on raising pupils' achievement
 - ensuring pupils always know what to do next when they complete a task.
- Further raise attainment in mathematics by:
 - ensuring pupils really know the basics in all aspects of mathematics, including times tables, before they move on to even more challenging activities to deepen their knowledge and understanding.

Inspection judgements

Effectiveness of leadership and management is outstanding

- Senior leaders have worked tirelessly to implement their aspirational vision of how good they want the academy to be, and have not been afraid to make difficult decisions in order to improve provision for every pupil. Staff morale is high, and the renewed sense of purpose is reflected in pupils' 'can do' approach and their willingness to work hard. Despite staffing turbulence and disruptions caused by the extensive building work, leaders have successfully raised attainment, established a good quality, highly committed team of staff and brought about improvements in pupils behaviour and attitudes to learning.
- Working with the sponsor trust, leaders and staff rigorously evaluate what the academy does well and what must be improved. Carefully considered plans for action are regularly checked to ensure improvements are taking place rapidly and actions are proving effective.
- The quality of teaching is frequently checked, and the outcomes of lesson observations, scrutiny of pupils' work and analysis of progress information fed back to staff. They have to act on these, including undertaking professional development, to strengthen their skills, and rising through the salary scale depends on them meeting their targets. As yet, mathematics teaching is not quite as effective as in reading or writing.
- Senior leaders demonstrate and share their management and teaching skills. Excellent leadership of the provision for pupils who are disabled or have special educational ensures they progress well, and often faster than their classmates. Middle leaders produce clear action plans and carry out observations of teaching in order to raise standards in their subjects.
- Outstanding leadership ensures the early years provision gives children a very good, secure and happy start to their learning.
- The academy successfully ensures equality of opportunity for every pupil. Extra support for those who find learning difficult or who may be vulnerable ensures they participate fully in everything the school offers. Very good, trusting relationships between pupils and with adults abound through the school, so there is no discrimination.
- Pupils' spiritual, moral, social and cultural development is a strength. The school is a calm yet vibrant environment where pupils feel safe, secure and mix happily together. Pupils talk about issues and British values, and know that actions have consequences. They become increasingly responsible, respect different religions and cultures and are well prepared for their future life in a multi-cultural society.
- The rich curriculum provides well planned, interesting activities, carefully adapted so every pupil can progress well in all subjects, and acquire the numeracy and literacy skills they need across the curriculum and for the future. Faith day, Health Day and specialist art, gardening, Spanish, sports and music teachers enhance learning and enrich pupils' experience and enjoyment. Clubs are popular and cater for a wide range of interests, such as dance, reading, computer and football.
- Parents have regular updates about their child's progress. Responses in the academy's surveys after parents' meetings, reports and events, such as Open Classrooms, show the very great majority feel welcome and well informed, and like the way their child is involved in their own reports.
- Pupil premium funding is used very carefully to provide additional help and support. Employing attendance officers has improved the attendance of disadvantaged pupils and they progress as well, and often faster, than their classmates. School data shows that across the year groups, the small remaining attainment gaps are rapidly closing.
- Sports funding provides regular lessons and additional activities with a specialist coach. Pupils and staff have gained new skills, more participate in physical activities, such as dance, and this helps them learn how to live a healthy lifestyle.
- The academy sponsor continues to provide very good support and guidance, with staff appointments and training, and support and advice in specific areas such as special needs or curriculum development.
- **The governance of the school**
 - Training and the thorough review of governance following the previous inspection have strengthened and extended governors' skills and knowledge. Regular achievement information and reports give governors a secure basis from which to challenge leaders and hold them to account, for example about what is being done to raise attainment in mathematics further.
 - Governors use data and class progress reports to compare the academy's performance with schools locally and nationally. They monitor the impact of how pupil premium funding is used, and know this

is effective because the attendance of disadvantaged pupils has improved and they often progress faster than their classmates and do well compared to other pupils nationally.

- Governors ensure staff only receive salary rewards if their pupils learn and progress well, and that rigorous performance management is in place so that staff constantly improve and extend their teaching and management skills.
- The use of sports funding is checked so governors can see that this is used well to increase pupils' participation in different activities and staff can gain new skills to help their pupils.
- Governors ensure pupils are well prepared for their future lives and understand fundamental British values through class discussions and assemblies. British values are displayed around school in all areas.
- The arrangements for safeguarding are effective. Staff are all trained in child protection and know how to carry out their responsibilities in this vital area.

Quality of teaching, learning and assessment is good

- Inspection evidence and academy records confirm that leaders have successfully recruited and developed a good quality team of staff, which is having a positive impact, shown by the rise in pupils' attainment and their good progress.
- Pupils say lessons have improved because they are challenged by their teachers' probing questions and so have to think hard and explain, for example when the teacher challenged pupils to convince her that a cube has 12 sides. Pupils use a range of tactics if they struggle with something, saying they can ask a friend, look back over their work or use a dictionary before asking a teacher. This helps them become more confident, independent learners.
- Behaviour in lessons is good. The positive relationships seen in all classes between pupils and with staff help pupils learn well. The very great majority are keen learners, happily co-operate with others and persist with their tasks, although, very occasionally, concentration slips when pupils do not know what to do next when they have completed a task.
- Classrooms are well organised, bright and stimulating, with lots of prompts and reminders, such as 'shape monsters' that help pupils recognise more complex shapes.
- Teaching assistants are skilled and well deployed. Their strong support contributes effectively to the good progress made by all pupil groups, especially those who find it hard to learn or who may be vulnerable.
- Good assessment systems provide staff with clear information about how well their pupils are doing. Consequently, pupils are given tasks that stretch those who find learning easier and extra help is directed to those who need more help. Literacy skills are taught well, for example, engaging boys in researching and writing using topics such as 'The man in the moon'. The school is aware of the need to increase staff skills in the teaching of mathematics.
- Pupils say their work is always marked, teachers' comments tell them what they need to do to improve their work, and they are keen to earn rewards, such as mastery stickers. Homework is set regularly.

Personal development, behaviour and welfare is good

Personal development and welfare

- The academy's work to promote pupils' personal development and welfare is good.
- Pupils work and play happily together in the calm, well-maintained environment, where they flourish and become increasingly mature and sensible. They have some roles of responsibility, such as the school council, and as playground leaders, recognisable by their bright orange sweatshirts, who help look after pupils outside.
- Most parents and all staff agree the academy is a safe place. Pupils say they feel safe 'because people look after us,' and know how to keep themselves safe, for example on the roads.
- Pupils say bullying is not an issue, but are aware that bullying may happen in different ways, such as on the internet or racism. They know what to do if they have a problem, saying they would always tell an adult, and trust them to listen and act on their concerns.
- Attendance is average, and has improved since the time of the previous inspection, particularly for

disadvantaged pupils. Classes compete to get the best attendance each week. The attendance officers monitor pupil attendance very closely, work with parents to ensure their child attends and swiftly visit if a vulnerable pupil fails to attend.

- Pupils who may be vulnerable, and their families, receive extra support from staff and through links with external agencies, so they can participate fully and progress as well as their classmates.

Behaviour

- The behaviour of pupils is good.
- School records and inspection evidence shows that behaviour has improved since the time of the previous inspection. Exclusions are very rare, and there is no record of any discrimination.
- Good teaching and the rich curriculum have improved pupils' attitudes to their learning so they are eager to learn, persist with their tasks and progress well.
- Pupils agree that behaviour has improved and is generally good. In lessons, very strong relationships between pupils and staff help learning proceed smoothly and contribute to good progress, with just a few occasions when pupils do not concentrate well on their tasks if they are not sure what to do next.
- Pupils know their actions have consequences, understand how behaviour is managed, and think the system for managing behaviour is fair. They look out for each other, for example in lessons if they spot that a friend may need some help.

Outcomes for pupils

are good

- Assessment information, school records and inspection evidence confirm that attainment has risen and progress has accelerated since the time of the previous inspection. All groups of pupils progress well from their starting points, which are now just below those found nationally.
- The previous inspection found that pupils in the early years and Key Stage 1 made good progress and this is still true. Assessment records, the work in pupils' books and inspection evidence show that pupils currently in Year 2 are on course to reach their targets in reading, writing and mathematics.
- Frequent staff changes in the recent past slowed progress for older pupils so not enough made more than the progress expected of them. There is evidence that pupils still lack some skills and knowledge. However, rapid and sustained actions by academy leaders, including good appointments and professional development, are proving successful in accelerating progress throughout the school. The proportion of pupils exceeding the progress expected of them is increasing rapidly throughout the school and compares favourably with the national average, and they are increasingly well prepared for the next stages of their education.
- At the end of Year 6, attainment is typically above national averages in all subjects at the expected and the higher levels. In 2015, provisional data shows that some pupils attained the highest level, Level 6, in writing and mathematics. Assessment information shows that pupils currently in Year 6 are meeting their targets in reading, writing and mathematics and in spelling, punctuation and grammar.
- Reading is taught consistently well. Lively daily practice of phonics (letters and the sounds they make) means pupils acquire the skills needed to tackle new words. In 2015, the proportion of pupils who met the expected standard in the Year 1 phonics check was above the national proportion, an improvement on previous years. By Year 2, all pupils had met the standard. Older pupils read often, have good comprehension of the text and talk enthusiastically about favourite books and authors, such as Bear Grylls, Roald Dahl and the Harry Potter series. Their reading skills support learning in all subjects.
- Pupils write confidently and at length. Writing is often based on history or geography work, giving it more meaning and purpose, for example writing about life in Roman times.
- Attainment in mathematics lags just behind reading and writing. Pupils sometimes may be expected to move on to the next steps before they have acquired a really secure understanding of basic mathematical concepts, such as multiplication or division. Leaders are well aware that this is an area for improvement, so that attainment in mathematics becomes as strong as in other subjects.
- Pupils who find learning easier have additional challenges to broaden and deepen their knowledge and understanding, such as the 'mastery challenges' or additional writing sessions in small groups to develop their higher level vocabulary skills.
- Disadvantaged pupils receive extra support so that they progress as well as their classmates. Careful use of pupil premium funding provides extra support so any gaps between the attainment of disadvantaged

pupils and others in the school and nationally are closing rapidly, due to better quality teaching.

- The academy provides skilled support for pupils who are disabled or have special educational needs. Learning tasks well matched to their individual needs ensure that these pupils progress as well as, and often faster than, their classmates.

Early years provision

is outstanding

- The early years provision is strength of the school.
- From starting points just below those typical for their age, children make rapid progress. The proportion of children reaching or exceeding a good level of development by the end of their time in Reception is above the national average, and this is increasing year on year. Children are well prepared for further learning in Year 1.
- High-quality teaching motivates and stimulates children's interest and enthusiasm. They are very eager to join in, learn how to find things out for themselves and select resources freely.
- Staff have high expectations of all children, including the most able and those who are disadvantaged, and plan activities that stretch and challenge them. Consequently, they all make excellent progress in their academic and social development.
- Children listen intently and are highly responsive to adults and to each other. They are exceptionally well behaved and show high levels of self-control, cooperation and respect for each other. When going outdoors, they help each other put on their coats to keep warm without being directed to do so, help each other use the learning programs on the computers, and tidy up swiftly, ready for the next activity.
- Both indoor and outdoor environments are safe and stimulating. Since the previous inspection, extensive development of the outdoor space ensures that children have every opportunity for learning outside. For example, they discovered hidden numerals in the sand tray, counted them and put them in the correct order, and sat quietly using binoculars to watch for birds and wildlife in the woodland area.
- Staff teach letters and their sounds very skilfully and consistently. Children listen hard, know how to say different sounds and quickly develop the skills needed to read and write successfully. After sounding out and reading a short sentence, one child proudly said, 'I thought that would be hard, but I did it!'
- Staff carefully assess and record what children can do and where they need more practice. Disadvantaged children and those who have special educational needs are monitored closely and supported effectively, and are helped to progress as well as their classmates. Detailed checks of what children already know and can do are used carefully to identify each child's next steps and support their learning towards these.
- Staff meet and welcome parents when they arrive with their child each morning. Workshops, half-termly formal meetings and agreeing targets for their children encourage parents to participate so they are fully involved and can contribute well to their children's learning at home.
- Outstanding, reflective leadership, based on a strong understanding of how children at this age learn best, ensures that pupils' needs are already met extremely well, with plans to make the provision even more effective.

School details

Unique reference number	139004
Local authority	Barnsley
Inspection number	10002175

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

Type of school	Primary
School category	Academy sponsor led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Will Howlett
Headteacher/Principal/Teacher in charge	Jo-Anne Charalambous
Telephone number	012267 10386
Website	www.shaftonprimaryacademy.org
Email address	jcharalambous@shaftonprimaryacademy.org
Date of previous inspection	3–4 December 2013

Information about this school

- This average-sized primary academy is sponsored by the Academies Enterprise Trust (AET)
- Almost all the pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is just above the national average. The pupil premium is additional government funding to support pupils who are known to be eligible for free school meals, and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above the national average.
- In 2015, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- Since the time of the previous inspection, there have been very many staffing changes, including the headteacher and senior leadership team, and new class teacher appointments.
- In the last year, the building has undergone extensive remodelling and refurbishment, during which some classes worked in the hall.

Information about this inspection

- The inspection team observed lessons in all classes, observed one lesson jointly with the headteacher and another with the deputy headteacher, visited small group sessions and lessons taught by specialist teachers.
- Inspectors talked with some parents and held meetings with pupils, staff, members of the governing body and a representative of AET, the academy sponsor.
- Inspectors scrutinised workbooks from several year groups, listened to readers from Years 1, 2 and 6 and observed pupils outside and at lunchtime.
- Arrangements were examined for checking the quality of teaching, current achievement data and the systems the school uses to gather an accurate picture of how well pupils are doing.
- The school's procedures for safeguarding pupils were inspected.
- Inspectors took into account the 31 responses to the Ofsted online questionnaire, Parent View, and the 10 responses to the online staff survey.

Inspection team

Kathleen McArthur, lead inspector

Ofsted Inspector

Geoffrey Dorrity

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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