

Inspection of a good school: Tickhill St Mary's Church of England Primary and Nursery School

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

Inspection dates:

17 and 18 November 2021

Outcome

Tickhill St Mary's Church of England Primary and Nursery School continues to be a good school.

What is it like to attend this school?

This is a welcoming and happy school. Pupils, staff and parents say it is like a big, happy family. The school values of kindness, acceptance, fairness, honesty and respect guide everything that happens in the school. Staff develop warm and caring relationships with pupils, supported by the school's strong Christian ethos.

Leaders, governors and staff have high expectations for all pupils. The curriculum is broad and interesting. Teachers plan carefully chosen visits and events that bring learning to life.

Pupils are kind and helpful. They look out for each other if anyone is lonely or upset. Bullying is exceptionally rare. Sometimes, pupils fall out but, with guidance from adults in school, are able to sort things out. Pupils are very interested and friendly when talking to visitors. They are keen to talk about their work and about the exciting things they do at school.

There are many opportunities for pupils to take on important responsibilities. They are proud to wear their special badges that represent their different roles. Pupils are taught to value diversity in every form. They respect and care about their fellow human beings, animals and the world around them.

What does the school do well and what does it need to do better?

Leaders know the school very well. They know what to do to make sure it keeps improving. Recently, they have introduced new schemes for mathematics and early reading. Teachers and teaching assistants have received the right training. The impact is clear. Pupils get off to a flying start in reading and are able to build successfully on their prior knowledge in mathematics.

Reading is a high priority. Leaders choose quality texts carefully to enhance every aspect of learning. Pupils love the books and stories that teachers read to them for pleasure and also those they study together in class. Leaders are creative in the way they motivate and encourage pupils to read more. Pupils enjoy getting stamps in their reading passports for the different countries they 'visit'. Year 6 are currently 'visiting' countries in South America. This also supports their learning in geography.

Clear and ambitious milestones are in place for teaching phonics. This ensures that pupils quickly gain confidence and fluency in reading. Adults intervene expertly in lessons when pupils need extra help. This helps everyone to keep up.

Curriculum plans for all subjects are sequenced coherently. Learning is broken down into small steps, so that pupils do not become overwhelmed. In some subjects, such as mathematics, English and history, teachers use mini tests and quizzes to help pupils remember more. Pupils do not remember all they have learned quite as well in some other subjects. Leaders acknowledge this. They are in the process of introducing this type of assessment in all subjects.

The early years curriculum is ambitious. It is planned to prepare children for learning in Year 1 and beyond. Teachers plan exciting experiences for children to explore in the classroom and outdoors. They provide many opportunities for children to practise what they have learned. For example, children were enjoying recording their bean bag throwing scores in chalk on the floor.

This is an inclusive school. Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). These pupils receive the right support to help them to do well. Staff make sure that they feel comfortable in school. This ensures that they are able to take part in all the school has to offer.

Pupils' learning behaviour is strong. There is a purposeful buzz of learning talk in every classroom. Pupils are proud of their work and are keen to explain what they know. Year 4 pupils were excited to show the wall panel they had sewn to illustrate the story of 'Henry's Freedom Box'. They had used neat stitches to fasten the different elements together. They explained how Henry had escaped slavery. They said that people should never be judged by the colour of their skin.

Behaviour outside of lessons is equally positive. Bullying is exceptionally rare. Pupils say they would never call people names because they are different. They look after each other. The 'Friendship Force' helps others to have a happy time at break times and Year 6 'buddies' help new children to settle into Reception class.

The range and quality of activities that prepare pupils to be caring and active citizens is truly impressive. Through events such as Gypsy and Roma Traveller History Month, Black History Month and LGBTQ+ Month they learn to accept and value diversity. Pupils are encouraged to take on responsibilities, including looking after the many animals that live at school. In forest school lessons, and the residential visits that take place in Years 3 to 6, pupils experience a wide range of outdoor activities.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff and governors are well trained and knowledgeable. They are aware of specific risks in the local area. Staff know the pupils well and are vigilant for any signs that something may be wrong. When a concern is raised, leaders take swift and effective action to keep pupils safe.

Pupils are taught how to keep themselves safe. Expert visitors and planned events help pupils to understand risks and how to manage them. The school has a very helpful safeguarding webpage for parents.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils do not remember the important knowledge that teachers want them to learn as well as in other subjects, such as mathematics, reading and history. Leaders acknowledge that strategies to help pupils remember more need further development across the wider curriculum. They should now make sure that assessment is used consistently in all subjects to help pupils remember more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 2 and 3 November 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106777
Local authority	Doncaster
Inspection number	10200310
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Gareth Rowbotham
Headteacher	Janet Sanderson
Website	www.tickhillstmarys.co.uk/
Date of previous inspection	2–3 November 2016, under section 5 of the Education Act 2005

Information about this school

- This school is voluntary aided. The last section 48 inspection by the diocese took place in February 2015. The next inspection should take place within the prescribed period. Section 48 inspections (or the equivalent inspection of an academy) are usually carried out every three to five years (and usually within two to three years of a new voluntary-aided school or academy or free school opening). Section 48 inspections have been suspended during the COVID-19 pandemic and will restart in September 2021. The first inspection will be within eight years of the last, rather than the usual three to five years.

Information about this inspection

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.

- The inspector met with the headteacher, assistant headteacher, English leader, mathematics leaders, leader for SEND, early years leader and the science leader.

- The lead inspector met with members of the governing body, including the chair of governors.
- The inspector met with a representative from the local authority.
- The inspector had a telephone call with a representative from the diocese of Sheffield.
- The inspector met with a group of girls and a group of boys.
- The subjects considered as part of this inspection were reading, mathematics and science. The lead inspector carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. The inspector also observed adults listening to pupils read.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. The inspector also talked to the designated safeguarding leader.
- The inspector discussed the school's records on attendance and behaviour with the headteacher.
- The inspector looked at the school's self-evaluation document and plans for improvement.
- The inspector talked informally with pupils in lessons and at break times.
- The inspector took into account the 51 responses to Ofsted's survey, Parent View.
- The inspector met with a number of staff and took account of the 21 responses to Ofsted's online survey.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

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