

Inspection of Tickhill Estfeld Primary School

Common Lane, Tickhill, Doncaster, South Yorkshire DN11 9JA

Inspection dates: 25 and 26 May 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

This is a school built upon nurture and care. There is a strong sense of community. Pupils with a range of different special educational needs and/or disabilities (SEND) build strong relationships with other pupils. Relationships between pupils, staff and families are strong, and there is a real sense that all involved with the school are working in partnership. There is a clear sense of community.

Pupils talk about feeling safe in the school and how they know all staff are there to help them. There is a calm and orderly atmosphere around school and pupils are polite and confident. They are keen to talk about their learning and share their successes. Pupils treat each other with high levels of respect. They say that bullying does not happen but that if it did, they know staff would make sure it stopped. Pupils behave towards each other in the way staff behave towards them.

Leaders have high expectations for what pupils should experience through the curriculum. In some subjects, such as mathematics and science, leaders have made significant improvements to what is taught to pupils and the order in which this happens. In other subjects, leaders are aware that they have further work to do to make sure pupils are taught the knowledge they need in the order that will help them to remember it.

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

Leaders are aspirational for all pupils. They have worked hard to develop a curriculum for pupils so that it is built upon a strong vision. Pupils are enthusiastic and committed to their learning, and are keen to share their successes. Leaders have given thought to the order in which the broad topics and themes are taught in different subjects. For example, in science, particular habitats are taught in the summer term to give pupils the opportunity to see these first hand in the environment. In some subjects, the precise order of knowledge pupils need to be taught is not as clear, and leaders are taking steps to address this. Leaders have looked for opportunities for visitors to speak to pupils about careers in different subjects. Leaders make sure they monitor in detail how staff are delivering some aspects of the curriculum and the impact this is having on pupils' knowledge. However, this does not happen in all subject areas. As a result, leaders do not always have the information that gives them a clear understanding about how well pupils are learning.

Leaders have prioritised reading. They have encouraged a love of reading by creating attractive book corners in each classroom. Pupils talk with excitement about the different types of books they have the chance to read. Leaders have started to consider how they can give pupils access to a wider range of books which promote equality and diversity.

There is a clear curriculum in phonics. Phonics lessons begin as soon as pupils enter Reception. The books pupils read are matched to sounds they have been taught.

Teachers check regularly to find out which sounds pupils know or need more help with. Any pupils who need help with reading are given additional sessions to help them catch up. However, in phonics lessons and the additional sessions pupils have, teaching is not always precise enough to close the specific gaps pupils have.

Leaders are ambitious for pupils with SEND. Pupils' needs are identified quickly through the systems put in place by leaders. Pupils with the most complex needs are well supported and leaders ensure that external professionals are used to give appropriate support. Pupils with SEND receive the right support to help them to make progress.

Children in the early years get off to a positive start in their education. Leaders have created a curriculum which helps pupils to be ready for the next stage of their education in Year 1 and beyond. Staff have good knowledge of the early years curriculum and their interactions with pupils support pupils to learn.

Governors are supportive of the school and its leaders. They see the important role of the school in the community and are ambitious for both pupils and families. Governors do not have the clearest picture of the strengths and areas for development of the school. Staff feel supported and say that leaders and governors consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of safeguarding in school. Relationships between staff, pupils and families are strong. Pupils at risk of harm are identified and access support through the systems put in place by leaders. Leaders are tenacious in working with external agencies to ensure that pupils and families get the support they need. For pupils with the most complex circumstances and challenges, the need for help is identified quickly and a network of support is put in place. Pupils are taught information to help keep themselves safe. For example, they are taught about staying safe online and about issues like consent and privacy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The phonics curriculum chosen is not delivered with high enough levels of consistency or precision. As a result, some pupils get off to a slower start with reading. Leaders should ensure that all staff receive the most up-to-date training in line with the new phonics programme. They should ensure all staff are early reading experts and can deliver the programme and any catch-up programmes with consistency so that pupils quickly become confident and fluent readers.
- The monitoring undertaken by leaders does not give them a clear enough picture of the overall impact of the curriculum. As a result, some school improvement

activities are not directed at the greatest area of need. This in turn affects the level of information shared with governors about the quality of education. Leaders should ensure that the systems and processes in place for monitoring the curriculum are robust and give an accurate picture of the provision on offer to pupils. Governors should then use this information to challenge leaders about the improvements they are making as a result of this, particularly for the lowest 20% of pupils.

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	106725
Local authority	Doncaster
Inspection number	10212545
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair of governing body	Aimee Oakden
Executive headteacher	Diane Risley
Website	www.estfeld.doncaster.sch.uk/
Date of previous inspection	23 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school has an executive headteacher and a head of school.
- The school uses alternative provision for one pupil.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The lead inspector spoke to senior leaders, including the chair of the governing body, the vice-chair and several other members of the governing body.
- The inspection team also spoke to the leaders about the curriculum in other subject areas, including science, geography and mathematics.
- The lead inspector met with the safeguarding team and spoke to pupils and staff about the safeguarding practices in the school.

- The lead inspector met with the special educational needs coordinator to discuss the provision for pupils with SEND.
- The inspection team carried out deep dives in mathematics, early reading, geography and science. For each deep dive, the inspection team discussed the curriculum with the subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspection team evaluated 71 responses from parents to Ofsted’s online survey.

Inspection team

Liam Colclough, lead inspector

Her Majesty’s Inspector

Pritiben Patel

Ofsted Inspector

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