

Inspection of a school judged good for overall effectiveness before September 2024: Shafton Primary Academy

High Street, Shafton, Barnsley, South Yorkshire S72 8QA

Inspection dates:

5 and 6 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The principals of this school are Jo-Anne Charalambous and Sarah Margereson. This school is part of Lift Schools multi academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Boomer Clark, and overseen by a board of trustees, chaired by David Hall.

What is it like to attend this school?

Pupils enjoy coming to this friendly and inclusive school. They are taught the importance of kindness and respect and demonstrate these values every day. Pupils consistently demonstrate politeness and good manners. In lessons, pupils listen and work hard because they want to do well.

The school has high expectations for what all pupils can achieve. Pupils with special educational needs and/or disabilities (SEND) are given highly effective support to help them meet these expectations. All pupils achieve well, including those who are disadvantaged.

The school ensures that all pupils benefit from the wide range of enrichment opportunities. Pupils take part in school events like the recently held 'Great Shafton Bake Off,' organised and filmed by pupil leaders. Older pupils are excellent role models for younger pupils. They contribute ideas to improve the school. Pupils are busy developing an 'Attendance Shop' to reward fellow pupils for coming to school regularly and on time. 'Citizen Leaders' politely remind pupils about the importance of kindness and following the school rules.

The school provides highly effective pastoral support for pupils and their families. Pupils always come first at Shafton and staff know individual pupils inside out. Pupils are nurtured to ensure that they are safe, happy, and thriving.

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

All pupils in the school study the same broad and ambitious curriculum. The important knowledge that pupils need to learn is clearly identified. This means that teachers can easily check what pupils have understood and quickly address any gaps in knowledge. The school ensures that pupils have many chances to revisit concepts that they have learned through dedicated 'review lessons' and daily reminders using the classroom displays. Pupils build on their prior learning in a logical and well-structured way. Pupils consistently produce high-quality work, and they discuss what they have learned with confidence and clarity. Many pupils have embraced the new creative approach to homework and are immensely proud of their projects, for example creating a model of a World War One trench.

The school ensures that all pupils have the vocabulary that they need to help them to learn. For example, lessons begin with staff teaching pupils appropriate subject-specific vocabulary. This helps pupils to use these words with confidence and accuracy.

Reading is a high priority in the school. Pupils develop the skills they need to become confident readers. From early years, children have many opportunities to enjoy stories. The school has developed a culture of reading for pleasure that is evident throughout school. The school has ensured that the phonics programme is taught consistently well. Trained staff quickly identify any pupil who struggles to read. They put in place effective help so that pupils catch up rapidly.

The school identifies the additional needs of pupils with SEND quickly and accurately. Staff are experts in meeting these pupils' needs and supporting them to succeed. Pupils with SEND learn alongside their peers and, when required, skilful adaptations are made to help them do so.

Children make an excellent start in early years. The school prides itself on its language-rich environment. Children benefit from this as soon as they begin school. Routines and expectations are quickly taught, and children demonstrate developing skills of turn-taking and sharing. All children achieve well and are ready for the Year 1 curriculum by the end of the year.

Pupils demonstrate excellent attitudes towards their learning. The vast majority of pupils attend school regularly. When pupils do not attend as often as they should, the school works with parents and carers. This work is highly effective.

The school fully understands the importance of giving pupils opportunities that will broaden their horizons and raise aspirations. The wider development programme ensures that all pupils have access to a wide range of visits, clubs, and events, like careers days. All pupils can experience the annual trip to the pantomime.

There is a very well-designed curriculum for personal, social and health education that purposefully addresses the challenges that pupils are likely to face beyond school. The school works with external experts to provide well-timed information to pupils on issues, such as safety, for example, with members of the emergency services. Pupils learn about important topics, such as equality, diversity, and tolerance. Pupils develop a strong understanding of age-appropriate relationships.

Staff at the school feel very well supported by leaders. The school is mindful of the workload of teachers and ensures that their time is spent on the things that will benefit pupils the most. The school, the local academy council and trust engage effectively with parents and show exceptional commitment to providing an exemplary education for pupils at this school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in November 2015.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139004
Local authority	Barnsley
Inspection number	10346474
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	Board of trustees
Chair of trust	David Hall
CEO of the trust	Rebecca Boomer Clark
Principals	Jo-Anne Charalambous and Sarah Margereson
Website	http://www.shaftonprimaryacademy.org
Dates of previous inspection	16 and 17 October 2019 under section 8 of the Education Act 2005

Information about this school

- The school has been part of Lift Schools multi academy trust since January 2015.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the principals and members of the senior leadership team. She met with the trust Regional Education Director and members of the academy council.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- Throughout the inspection, the inspector met with groups of staff. She also considered the opinions expressed through the staff survey.
- The inspector met some parents at the beginning of the day and had regard to the views expressed through Ofsted Parent View.

Inspection team

Tracy Duffy, lead inspector

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024