

# Tickhill St Mary's Church of England Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	106777
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	287606
<b>Inspection date</b>	19 April 2007
<b>Reporting inspector</b>	Jane Hughes

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Philip Beavers, JP
<b>Headteacher</b>	Mrs Jayne Boaler
<b>Date of previous school inspection</b>	30 September 2002
<b>School address</b>	St Mary's Road Tickhill Doncaster South Yorkshire DN11 9LZ
<b>Telephone number</b>	01302 742569
<b>Fax number</b>	01302 746446

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This large school draws pupils from an area of social advantage. A smaller than average proportion of pupils is eligible for free school meals, has learning difficulties and/or disabilities or a statement of special educational need. Most pupils are of White British heritage. The school has achieved Sports ActiveMark (2006) and is working towards Healthy School status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school, held in high regard by pupils, parents and the local community. Parents comment, 'We initially applied elsewhere but are so impressed with the values and ethos of the school, we changed our application.' The clear vision of the headteacher is shared with all staff. She, along with other senior leaders and governors, drives improvement and ensures that the school strives to do its best for pupils, parents and the community. The school promotes partnerships with other schools and is eager to share expertise. For example, in a drive to strengthen performance in mathematics, the school established a local primary mathematics network. This supports the teaching and learning of mathematics within the local area. Inspection findings agree with the school's own evaluation of its performance. The school has improved well in many aspects since the last inspection, not just in the identified issues for action. It demonstrates good capacity to improve further and provides good value for money.

Pupils achieve well and standards are consistently above average by Year 6 in English and mathematics. In most years, this is also true for science but the 2006 science results dipped to average. Similarly, writing by Year 2 dipped to average in 2006, although standards overall were above average. In both instances, a proportion of higher attaining pupils did not reach the expected levels. This is still the case and there is more work to be done to raise the achievement of some of the most able pupils in writing and science. The quality and standards in the Foundation Stage are good as staff have a clear understanding of the needs of young children. Pupils with learning difficulties and/or disabilities make as much progress as other learners. The school correctly prides itself on the equality of opportunity it offers to all pupils, whatever their particular needs. This, too, is much valued by parents and carers. Pupils' great enjoyment of school supports their overall good personal development. They behave well and display a keen sense of responsibility as they learn messages about personal safety and healthy lifestyles. Consistently good quality teaching and learning support these positive outcomes. Skilful teachers ensure pupils draw on the lively and rich curriculum to extend their experiences and consolidate their learning. Residential trips to Yorkshire and France are particular favourites. Outstanding pastoral care provides daily nurture for pupils. As a result, they grow in confidence and this, along with above average basic skills, stands them in good stead for future success and well-being. Staff seek the help of outside support agencies to meet the needs of different pupils. Well established monitoring and tracking procedures assure good academic guidance for pupils. Nevertheless, teachers' marking does not offer enough guidance to pupils on how to improve each piece of work and this slows their progress.

### What the school should do to improve further

- Raise achievement and standards in writing by Year 2 and science by Year 6, particularly for higher attaining pupils.
- Ensure that teachers' marking always provides pupils with clear next steps in their learning so that they can improve their work and accelerate their progress.

## Achievement and standards

### Grade: 2

Pupils' achievement is good throughout the school and standards are above average by Year 6. Children arrive in the Foundation Stage with skills in line with those expected for their age. They reach the learning goals expected of children at the end of the Reception year. In 2006,

standards by the end of Y2 were above average in reading and mathematics. Standards in writing were average because fewer pupils than expected attained the higher levels. This is still the case. By Year 6, standards are above average overall and particularly in English and mathematics. In science, standards are average because fewer pupils reach the higher levels. This reflects pupils' attainment in the 2006 test results for Year 6. However, this was a small group with half the number on roll than in 2004. As a result, trends shown by this data do not present a reliable picture of the school's work. The school's most recent assessments of pupils' work and test results show that those currently in Years 2 and 6 are on track to meet, and in many instances to exceed, their individual targets as well as the statutory targets set for the school. There is more to be done to ensure that more pupils attain the higher levels in writing by the end of Year 2 and in science by the end of Year 6. Pupils with learning difficulties and/or disabilities achieve as well as other pupils because of the good levels of support they receive.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good. They are proud to say they are part of the Tickhill St Mary family and are vocal in their praise. Pupils comment, 'It's a very friendly, caring, healthy and effective school.' Regular attendance and good levels of punctuality attest to pupils' enjoyment of school. Behaviour is very good and pupils show consistently positive attitudes to their work. They are conscientious and produce a good amount of work in lessons and for homework. Pupils' spiritual development is carefully nurtured through close links with the local clergy. Various opportunities throughout the school to take responsibility for daily routines and the well-being of their peers enable pupils to grow in terms of their social sensitivity. They demonstrate a good understanding of what it means to be kind yet useful members of the community through fundraising and in the way they take care of pupils with particular needs in school. Older pupils are good mentors to the younger ones. Pupils show a satisfactory awareness of a diverse range of cultural issues.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Parents say, 'Teachers strike a good balance between teaching and caring. We couldn't wish for better.' Lessons are interesting because teachers plan carefully and set challenging activities for pupils. As a result, pupils concentrate and work well. They say, 'Lessons are not just work, work, work. There is fun too. It's nice all through the school but they make it particularly good in Year 6, so you remember it!' Well established assessment and tracking systems enable staff to pitch work at just the right level to meet most pupils' needs. However, some higher-attaining pupils could be challenged further in writing and science. Well trained teaching assistants and outside agencies provide very good support for pupils with learning difficulties and/or disabilities. Teachers are confident and knowledgeable. They adopt a flexible approach to lessons in order to draw the most from each activity for pupils. Increasingly good use of interactive technology further stimulates pupils' interest. Although pupils' work is marked regularly, teachers do not yet provide consistent enough guidance on how to make each piece of work even better. Children in the Nursery quickly gain independence as staff encourage them to choose which activities to do each day.

## **Curriculum and other activities**

### **Grade: 2**

Local links and some first-class residential opportunities in this country and in France enrich the effective curriculum. There is good overall provision for the development of basic skills. All pupils enjoy learning French from Year 3. They often answer the register or write the date in French and relish the opportunity to use their skills abroad. The curriculum caters well for pupils with learning difficulties and/or disabilities. Adults and pupils ensure that everyone is included in all aspects of learning. For instance, during a busy physical education session, mobility issues did not stop some pupils from participating fully, making interlocking connections with different limbs, along with the rest of the group. A satisfactory range of extra-curricular clubs extends pupils' learning. The school now identifies pupils with specific gifts and talents and is successfully striving to meet their needs.

## **Care, guidance and support**

### **Grade: 2**

Parents, 'realise how closely involved the headteacher is with every child and how much she cares about a child's happiness'. This approach rubs off on all adults working in school. Pupils confirm that they feel safe and very well cared for. There is outstanding pastoral care for pupils. All aspects of their health, safety and well-being are carefully considered. Child protection, safeguarding and health and safety procedures are in place. Vulnerable children are closely monitored. Pupils are well supported by skilled teaching assistants and parent helpers. Parents comment, 'The school should be commended for its efforts for adopting a policy of inclusion.' All staff strive to provide clear information about what pupils can do and when they require additional support or challenge. However, the information regarding some higher-attaining pupils is not yet finely tuned to enable teachers to challenge them further. Assessment systems for pupils to use are at an embryonic stage.

## **Leadership and management**

### **Grade: 2**

Parents comment on, 'their utmost respect for the headteacher' and that they are, 'delighted that their children attend this school'. They confirm that issues are dealt with immediately and they value this highly. The headteacher provides clear direction and forges valuable partnerships with the deputy headteacher, senior and middle managers and governors. Staff, parents and governors recognise the strength of her leadership. Middle managers play an important role in improving performance in individual subjects. They take their lead from the headteacher's uncompromising yet fair stance. She leads by example and accepts only the best from staff and pupils alike. School self-evaluation is accurate, challenging and recognises that there is still more to do in terms of raising pupils' achievement and standards. All staff have a clear view of the school and what needs to improve. Systems for monitoring performance are good. Governors are involved in this process and have detailed knowledge of the school's strengths. They offer helpful support and succinct challenge to the school because they know what telling questions to ask. The school runs smoothly day to day because administrators, lunchtime and ancillary staff are highly effective.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Tickhill St Mary's Church of England Primary and Nursery School, Doncaster, DN11 9LZ

Thank you very much for your help when I visited your school. You were so friendly and I enjoyed talking to you and listening to what you think about your school. I agree with many of the positive elements you described so well. Yours is a good school where everyone feels like one large family. Your parents agree that you enjoy school and they recognise that you are looked after very well. Everyone behaves so well. I was particularly impressed with the way you quietly get on and help each other when needed. All the adults make sure lessons are interesting and your teachers offer you regular challenges so that you make good progress and reach above average standards during your time at Tickhill.

One of the reasons for my visit was to see how your school could improve. Although you couldn't think of a single thing you wished to improve, I have asked your headteacher to do two things. The first is to help younger children do better in their writing by the end of Year 2 and for older children to do better in science by Year 6. You can all help with this by continuing to try your best in every lesson. I have also asked your teachers to make sure that whenever they mark your work, they always write down a way for you to improve your work. Remember to read what they write and use this advice in your next piece of work. I know you will be able to do this because you are so keen to improve and do well.

Have a very happy summer term and enjoy learning and playing in your new grounds when they are redesigned.