

# Tankersley St Peter's CofE (Aided) Primary School

Inspection report

---

<b>Unique Reference Number</b>	106637
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	309187
<b>Inspection dates</b>	23–24 June 2008
<b>Reporting inspector</b>	Andrew Swallow

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

---

<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>	170
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Keith Hale
<b>Headteacher</b>	Mrs B Bonham
<b>Date of previous school inspection</b>	18 April 2005
<b>School address</b>	Westwood New Road Tankersley Barnsley South Yorkshire S75 3DA
<b>Telephone number</b>	01226 742357
<b>Fax number</b>	01226 740438

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	23–24 June 2008
<b>Inspection number</b>	309187

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Tankersley St Peter's Church of England is a small school. Most of the pupils live in the village of Tankersley or the nearby village of Pilley. An increasing proportion comes from surrounding villages due to the growing popularity of the school. Since the previous inspection the school has experienced significant changes in staffing, including the appointment of a new senior leadership team. The school's roll has also increased recently due to the closure of a nearby Church of England primary school. Almost all pupils are of White British heritage. The proportions of pupils eligible for free school meals and those with learning difficulties and/or disabilities, are below average. The school has the Healthy Schools Silver Award and is part of a Learning Network focusing on the creative curriculum and relevant learning programmes for all children.

## 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 that makes a significant contribution to the local community. Parents are highly supportive and say, for example, their children, 'are getting the best start in life that education can give around this area'. The headteacher and dedicated staff work hard to create a happy and inclusive environment, in which all pupils feel valued and enjoy their learning. In particular, the headteacher has shown clear conviction to continue to improve standards, whilst addressing the challenges arising from the increase in pupil numbers and significant changes in staffing. As a result, measures to improve pupils' writing and mathematical skills and, in particular, to tackle the marked decline in Year 6 performance in 2006, are now successful features of the school's work. They are contributing to rising standards, in particular those of boys.

The leadership knows the school well and has identified the right priorities to sustain improvement. For example, the school recognises correctly that there is more work to be done to ensure that all teaching is at least good, to enable all pupils to learn as well as they can. The move to teaching all pupils in single age classes has encouraged teachers to make sure that every child is fully challenged. Parents recognise this good work. Typical comments reflect that they feel the school, 'always strives to achieve the best for all children', and that, 'Teachers are always there when needed.'

Children get off to a good start in the Nursery and Reception classes, due to the supportive relationships and well-planned activities to develop their communication and social skills. As a result many achieve beyond the age-related expectations by the time they enter Year 1. They continue to make good progress across Years 1 and 2, attaining above average standards by the age of seven. In Years 3 to 6, pupils now make good progress overall, as a result of the largely good and improved quality of teaching. By the time they leave school, many attain standards that are above average in English, well above average in mathematics and exceptionally high in science. Nevertheless, standards can improve further. This is because not all teachers are yet using the school's new tracking systems rigorously enough, to ensure that all pupils make good rates of progress, in all years. Although teaching is good overall, a small number of lessons are only satisfactory and do not challenge pupils sufficiently to achieve as well as they might. The curriculum is good. Pupils are excited by the regular theme days, visits and visitors to the school and by the opportunities to use their imagination and develop their creative talents.

Pupils' personal development is outstanding. They really enjoy school and their behaviour is good. Relationships are strong and the vast majority of pupils look after each other well. They have an excellent understanding of how to keep healthy and make outstanding contributions to the life of the school and the local community. They are well prepared for their future lives because of their above average information and communication technology (ICT), literacy and numeracy skills. The quality of care and guidance is good. The school provides increasingly helpful information so that most pupils understand the next steps they need to take to improve their learning. The good leadership by the headteacher, senior leadership team and governors, has led to recent successes in improving provision and raising standards. Consequently, the school shows good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Parents say they are pleased about the way the school welcomes children into the Nursery. Most join with skills that are typical for their age, although some have less well-developed communication, language and mathematical skills. All settle happily and get off to a really good start. Good teaching across the Foundation Stage enables them to make good progress, particularly in their personal development and key language and calculation skills. Consequently, by the end of Reception, many children are working beyond the levels expected for their age, particularly so in reading and writing. The stimulating indoor and outdoor learning environments encourage them to make choices, learn to share with others and become increasingly independent in their work and play. Easy access between indoor and outdoor activities promotes continuous 'hands-on' experiences. Children enjoy their learning. Systems to assess their progress are good and their welfare is very well promoted. The language rich displays of children's work and other aids to learning, together with the quality of questioning by all adults, challenge children to think for themselves and to express their views. The good leadership of the Foundation Stage has taken effective steps since the last inspection to spread the good quality provision across the Nursery and Reception and into Year 1 to ensure a smooth transition.

### What the school should do to improve further

- Use more rigorously and consistently the new processes to check pupils' progress to ensure all pupils improve as well as they should.
- Ensure all teaching is of good or better quality to enable all pupils to learn as well as they can.

## Achievement and standards

### Grade: 2

Most pupils make good progress from their broadly average starting points. The vast majority achieve well by the end of Year 2, reaching above average standards in reading, writing and mathematics. By the end of Year 6, overall standards are above average, with pupils' performance in mathematics and science being particularly strong. However, pupils' progress is not even throughout the school and is particularly variable across Years 3 to 6. The proportion of pupils that has joined the school in Key Stage 2, together with significant staffing changes in the past, particularly affected the rates of progress of pupils currently in Year 6. Also, some teachers' lack of rigour in tracking individual pupils' progress means they do not always provide sufficiently challenging work for all pupils. However, new strategies to boost performance in writing and mathematics are taking effect. In particular, the use of drama and ICT to improve boys' writing skills is enhancing their progress. Pupils with significant individual needs make good progress because they receive effective specialist teaching.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding, reflecting the school's caring and supportive atmosphere. Pupils grow in confidence and are eager to grasp the many opportunities to take responsibility within their school and the wider community. For example, they relish their work as part of the school community council, helping others as a play-time buddy or as play-leaders at lunch-times. Pupils feel strongly that they are listened to and

allowed to express their views. They know they can make a difference. For instance, 'We have a voice, which means we can change things,' they say. They feel safe in school and clearly understand the difference between right and wrong. They talk enthusiastically about the 'Golden Rules', although a small number do need the skilled guidance and extra support of adults to work successfully together and behave well. The vast majority of pupils, however, behave extremely well. They are cheerful and polite and clearly enjoy coming to school, as indicated by their above average attendance. They have an excellent understanding of the importance of leading a healthy lifestyle and take part in a wide range of sporting activities. Their well developed ICT, literacy and numeracy skills, together with opportunities to take part in enterprise activities, mean they are well prepared for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching and learning is good. In the best lessons, pupils are actively involved in their own learning and teachers use questions effectively to challenge pupils' thinking. In these lessons, the focus is on helping pupils to make links between their learning in different subjects and all are clear about what they have to do to progress well. They say that they find these lessons 'fun' and that they enjoy being allowed to, 'work and learn with their friends'. Most pupils behave well as a result of clear routines and the consistently good relationships between adults and pupils that underpin their positive attitudes to learning. In a small proportion of lessons, teaching is satisfactory rather than good. Here, activities are not always matched appropriately to pupils' needs and opportunities are lost to clarify pupils' thinking and extend their learning through discussion. As a result, some pupils find it difficult to persevere with activities. Outstanding teaching was seen in a Year 2 lesson, where pupils were 'transported' to the Scottish Highlands, captivated by the story of an escaped sheep and immersed in discussion and follow-up writing about possible rescue strategies. The marking of pupils' work celebrates effort and achievement, but is not yet consistent across the school in specifying clearly the next steps of learning. Not all teachers are using the new tracking systems to best effect, to ensure that all pupils make good progress in their work as they move through the school.

### **Curriculum and other activities**

#### **Grade: 2**

Effective steps have been taken recently to improve the curriculum so that it provides enjoyable and purposeful activities, through a variety of themes and 'hands on' experiences. Subjects are increasingly well linked so that pupils develop key skills in English, mathematics and ICT. Teachers make effective use of drama to improve pupils' confidence in speaking and listening and essential techniques in writing. All pupils in Years 3 to 6 have regular French lessons. Visitors to the school, performances and visits out-of-school, including residential for many pupils, are the norm. Good provision to support personal, social and emotional development lies at the heart of the school's work. This develops pupils' self-esteem and promotes effort and achievement. The many popular clubs, such as karate, dance, pets, choir and a wealth of sporting activities, including regular opportunities for swimming in Years 3, 4 and 5, help pupils to broaden their horizons and develop healthy and varied lifestyles.

## Care, guidance and support

### Grade: 2

Parents understandably value the good support and guidance their children receive. Pupils say they feel happy and safe. Adults know their pupils very well and are dedicated to supporting and caring for their individual needs. Procedures are in place to promote child protection and health and safety. Good links with outside agencies provide effective support for the more vulnerable pupils. Consequently, most pupils make good progress and are happy to come to school. Pupils appreciate the guidance some teachers give them to support their next steps in learning. They feel that, 'teachers really help us to know what to do next'. However, not all pupils are clear about what they are aiming for and how well they are doing. New tracking and individual target systems have yet to impact fully in all classes.

## Leadership and management

### Grade: 2

The headteacher has created a caring and lively community in which all pupils are respected and everyone is valued. Her aspiration for a truly inclusive setting is central to the success of the school. Staff speak highly of the way that the headteacher involves them in all aspects of the school's work. The senior leadership team supports fully her drive to develop enthusiastic and independent young people.

The school has an accurate view of its strengths and areas needing development. Action plans identify the correct priorities to move the school forwards. As a result, effective steps have been taken to address all of the areas for improvement raised at the time of the last inspection. Although most pupils achieve well, the new electronic procedures to track pupils' progress are not yet used rigorously enough, to ensure that all make good rates of progress across the school. Whilst there are regular assessments of the quality of lessons, not all reflect precisely the effect of teaching on pupils' learning. Governors are highly supportive of the school, carry out their responsibilities capably and are increasingly confident in knowing how well the school is performing. They ensure the school sets challenging targets to raise attainment and that it makes appropriate progress towards reaching them.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

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

### Achievement and standards

How well do learners achieve?	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

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

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

Thank you for being so helpful during the recent inspection of your school. My colleague and I were impressed with how friendly and polite you are to visitors and how well you get on with each other. In fact we think your personal development is outstanding. Your behaviour is good and the staff look after you really well. There is a very happy atmosphere in school. We feel sure that this helps you to give of your best.

You go to a good school and you clearly benefit from the many interesting things on offer. We were pleased to see how many of you enjoy sport, the regular swimming sessions in Years 3, 4 and 5, and drama and musical activities. The frequent visits to places of interest, opportunities to learn French and the different people who visit your school with stories of life in other countries such as India and Uganda, mean that every day brings something new. We were impressed by the quality of information and communication technology on display and by your galleries of paintings. We can see why you like your teachers so much and why you attend school so well.

Most of you make good progress overall in English, mathematics and science, although you make better progress across some years than others. We think that more of you can make good progress across all years. We have therefore asked your headteacher to make sure that all your teachers use the information they have about your progress to help this to happen. Most of your lessons challenge you in your work and help you to learn well. We want all of your lessons to be good or better so that you learn as well as you can. You can help by continuing to try really hard and by telling your teachers if you find your work too hard or too easy.

Thank you again for helping us with this inspection. I hope very much that you will carry on enjoying life at Tankersley St Peter's.