

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tankersley St Peter's Church of England Primary School	
Westwood New Road Tankersley Barnsley South Yorkshire S75 3DA	
Current SIAMS inspection grade	Outstanding
Diocese	Sheffield
Previous SIAMS inspection grade	Good
Local authority	Barnsley
Name of multi-academy trust	
Date/s of inspection	16 February 2017
Date of last inspection	27 September 2011
Type of school and unique reference number	106637
Headteacher	Jayne Proctor-Blain
Inspector's name and number	Angela Knowles 497

School context

Tankersley St Peter's Church of England Voluntary Aided Primary School is slightly smaller than the average-sized primary school. The school is a one-form entry school with 222 pupils from 3 - 11 years old on role. 5% (12 pupils) of pupils are from Ethnic Minority backgrounds and 1% (3 pupils) are identified as speaking English as an additional language. 20.7% of pupils draw down pupil premium funding which is lower than the national average of 25.2%. The school has had to restructure the support staff in June 2016 due to budgetary restraints. KS2 outcomes in 2016 were well above national for combined Maths and English which has put them into the top 5% of schools nationally.

The distinctiveness and effectiveness of Tankersley St Peter's Church of England Voluntary Aided Primary School as a Church of England school are outstanding

- Strong focused leadership of the school rooted in Christian values that have set high expectations resulting in high standards.
- Explicitly articulated Christian values of the school permeating through every aspect of school life including the global focus of the school resulting in them becoming a Global Expert centre.
- The behaviour of the pupils, their attitude to learning and the mutual respect and the love they have for each other.

Areas to improve

- Develop the children's knowledge of the Church of England's place within the wider Christian church.
- Develop the recently introduced enquiry based model for the teaching of RE.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The mission statement of Tankersley St Peter's highlights the central place Christian values have in the day to day life of the school. It's aims are distinctly Christian reflecting the school's ethos. The website reflects the Christian foundation of the school and the importance of Christian values, faith and worship. Children, staff, parents and governors articulate these values consistently and demonstrate them through very positive relationships, attitudes to worship and learning. Displays reflecting the school's Christian values and focus on Biblical teaching have prominence throughout school. The shoal of fish made by the children in the main entrance instantly links the school with St Peter. Children achieve well and the school is in the top 5% nationally for the 2016 combined Maths and English, with a result of 81% which is 29% higher than the national average. Standards of achievement and attainment have risen across school over the past two years. In year tracking data shows a high percentage of children are on track to make at least expected progress in English and Maths. The thorough Religious Education (RE) data is in line with these expectations. The developing enquiry based approach to RE ensures the strong focus on the children's spiritual, moral, social and cultural development is maintained. Attendance has been above 95% and the national average over the last three years. It improved again in 2015/16 to 96.5%. Children behave well. The school has robust systems for managing behaviour so low level disruption is rare and children can focus on their learning in a calm Christian environment. Christian character is explicit around school and students are taught about Christianity as a multi world faith demonstrated through its identification as a Global Expert school. What children find more difficult is recognising and understanding the Christian church outside of the anglican tradition. Links with St Peter's Church and the diocese are very strong. Relationships between all parts of the school family are solid and there is a tangible sense of respect, love and care around the whole school. Pupils say they love their school; they feel safe and want to come to school. Parents speak highly about the staff and its leaders. They endorse the value of the school's faith foundation and the positive impact this has on their children. Children work hard. They are pleased to speak to visitors and staff and do so with confidence and courtesy.

The impact of collective worship on the school community is outstanding

Collective worship is central to the life of the school and is coordinated by the head teacher. It is inclusive and takes many forms during each week. The vicar, pupils, staff and other visitors make regular contributions to the leading of worship. The annual plan incorporates Biblical teaching, the core Christian values, the liturgical calendar and key messages from the personal, social, health and citizenship curriculum explicitly. The 'Roots and Fruits' resource is used to develop themes and as a guide. This resource ensures the core Christian values are clear and that worship also supports the development of faith, the central place of God as Father, Son and Holy Spirit and the growth of spirituality. Worship takes place in the church during major Christian festivals and this is valued particularly by the parents who love to attend. Displays in both the school hall and the reflection areas in all classrooms reinforce the themes and provide the school community with the opportunity to think, discover, reflect and pray. In each classroom prayers can be written and placed in a box. These prayers are shared during daily class time when appropriate and sometimes shared during whole school worship. Children really appreciate the classroom spaces and opportunities to share prayers. The Worship Council meet regularly to discuss and plan activities to support the development of the school's distinctive Christian ethos. They also contributed to the worship and supported the Bible message in the act of worship observed. Christian symbols are used to support worship and its context through artefacts and technology. The cross and candle acted as a focus during the act of worship observed. The Bible is central to both worship and as a well-used resource within each classroom. A Christian union group meet each Friday to informally discuss questions about Christianity. Collective worship is evaluated by school leaders, including governors, which fulfilled the focus for development from the last inspection, but this would now benefit from being developed further incorporating other members of the worshipping community.

The effectiveness of religious education is outstanding

The quality of teaching and learning is a strength of the school. Records of the monitoring of lessons, children's work and planning scrutinies indicate teaching and learning is at least good and some outstanding. The schools judgements are supported by the lessons and work scrutinies carried out during the inspection. The RE curriculum is enhanced by an exciting variety of visits and visitors into school including theatre groups and the Head teacher from the global schools link with Mfensi School in Ghana. The RE curriculum and its developing focus on enquiry based learning, encourages conversations for both adults and children making a significant contribution to the distinctive Christian character of the school. The RE leader is recently new to this post but an experienced and knowledgeable practitioner. Historically, RE has had an effective coordinator and the new leader will continue the monitoring and evaluation of the subject. From the last inspection, school needed to review and develop the RE

syllabus to match the revised Barnsley agreed Syllabus 2010. Documentation shows that this was addressed. School is now developing this further by introducing an enquiry based approach to RE and undertaking the training with the diocese for 'Understanding Christianity', with the intention of weaving this into the existing RE curriculum. The first lesson of each unit presents the children with an overarching question to be explored during the unit. Large class books and personal exercise books show the imaginative way these questions are unpicked. They clearly show progression in children's understanding and various opportunities children have to put the learning into practice. The second focus for development was around developing the assessment of RE, enabling children to know how well they are doing and how to raise their own attainment. School have addressed these issues and have a comprehensive assessment system for RE which allows teachers to assess pupils in each attainment area, ensuring coverage of both knowledge and developing skills. Children also self-assess their learning using the assessment bubbles school has developed for each unit. This gives the children clear personal next steps which they are confident to articulate. Achievement and progress are judged to be outstanding because a significant and growing number of children are exceeding their year group's expectations.

The effectiveness of the leadership and management of the school as a church school is outstanding

The governing body and leadership team clearly articulate their Christian vision for the school family. The Christian distinctiveness of Tankersley St Peter's as a Church of England school runs through every part of the school's business and acts as its heartbeat. Leadership ensure the RE and worship in school meets statutory requirements and their self-assessment is thorough, accurate and informative. The school website articulates their vision and the values of the school as a church school. Links with the church and the vicar are valued, effective and strong. Leaders have successfully driven up standards over the last two years supported by the school's clear Christian values and ethos. Leaders and governors want children to do well and ensure there is sufficient resource to do so. Recently the school has been through a challenging time where painful budgetary decisions have had to be made which impacted on its staffing structure. School leaders have been supported during this stressful time by the governors and the diocese. School works closely with all partners including parents and the diocese. A high priority is given to the delivery and teaching of RE and staff have received regular professional development. Training for RE, worship and team building are delivered annually. Governors are actively involved in the life of the school. They attend relevant training and are involved in monitoring the school's Christian distinctiveness including the quality of worship and RE. The leadership of RE has been a priority. The recent appointment of a member of staff as the RE leader, who has involvement and experience of the wider church, ensures the quality and effectiveness will be maintained. The new leader has been effectively inducted into the post and will now begin the monitoring aspect of the role. Performance management is well embedded and supports the professional development of all staff within their role or to take the next step along their career path. The children have many and varied opportunities to influence leadership decisions and to lead themselves, for example through the School and Worship Councils. The pastoral care of the whole school family is rooted in Christian love. School works hard to ensure the links with parents are strong. They say they feel welcome and comfortable to approach staff with any concerns. Parents said that the school's Christian values and ethos underpin this. All members of the school family are overwhelmingly positive about the school and its leaders and are proud to be part of it.

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