

School Teaching and Learning Review 28th-29th September 2015

On behalf of Sheffield Diocese

School Improvement Reviewer: Andrew Clark (DIOCESE DEVELOPMENT PARTNER)

Tankersley St Peters Church of England Primary School

Contextual Information

Tankersley St Peters is a Voluntary Controlled school in the area of Tankersley in Barnsley Local Authority. It serves families in a mixed range of socio-economic circumstances. The school has one form entry.

It is a **broadly average** sized school with approximately 219 pupils between the ages of five and eleven. Twenty-two children aged between three and five attend part-time in the nursery in morning or afternoon sessions. The nursery offers additional sessions to parents on a fee basis. The proportion of disadvantaged pupils (pupil premium) is **broadly average** at between 18-20 percent. The proportion of children with a disability or special educational needs is **above average** at 11 percent. There is a small proportion of pupils looked after by the local authority. The **large majority** of pupils (94 percent) are from White British families. (Data from Raise on Line 2014 and School SEF) Numbers on roll are steady. Changing demographics, such as school closures, suggest that numbers may rise in the future. The school's assessments show that **childrens' skills and abilities on entry** to the Early Years are **largely below typical levels** for the last three years. The most recent cohort in to nursery are largely working at expected levels.

Last Ofsted Inspection Report March 2014 - The report judged the school as **Good in all aspects**. The report identified strengths in many aspects of pupils achievement and the quality of teaching. Children started well in the nursery and standards were generally above average when they left Year 6.

The **areas for improvement** related to:

- challenging the most able in Reception
- improving the attendance of a few hard-to-reach pupils

The judgements of this review:

Leadership and management:	Good towards Outstanding
Teaching, Learning and Assessment	Good towards Outstanding
Personal development, Welfare and Behaviour	Good towards Outstanding
Outcomes for pupils	Good towards Outstanding
Early Years	Good towards Outstanding

The review

During the review the headteacher and reviewer observed teaching and learning throughout the school and visited all classes. Pupils' work was scrutinised and discussions held with pupils during observations. Discussions were held with the headteacher and members of senior and middle leadership including in the Early Years. Discussions were

also held with the business manager and the chair of the governing body. A wide range of leadership, safeguarding, teaching and assessment documents, including the school's website, were analysed.

Leadership and management

Leadership and management are close to outstanding because:

The **headteacher** provides a very clear and sustained vision for school improvement. She has continued to build the capacity within the **senior and middle leadership** to drive the school forward and build on its many strengths. As a result, the **pace of development is accelerating** and pupils' achievement continues to rise. Staff at all levels, including middle leadership, take an increasingly strong role in **shaping the direction of the school** and contributing to overall robust self-evaluation. This is particularly evident in the development of new procedures for assessment without levels and the leadership of special educational needs. The **Developing Excellence Plan** focuses strongly on aspects to **raise pupils' achievement further** and develop effective learning. It is based largely on thorough analysis of pupils' achievement and attendance data. The contribution staff make to future improvement is clear and timely. Just occasionally, **documents** for self-evaluation and future development contain too much detail and so do not fully reflect all the school's effectiveness and always sharply pinpoint aspects for development. Staff are extremely committed, enthusiastic and work together strongly as a team. **Performance management is effective**. This is very evident in the overall consistency in the quality of teaching and the effective assimilation of new staff, including those new to the profession.

The vision of the leadership is evident in all its work and the many attractive displays throughout the school. This is particularly evident in the commitment to an **outstanding rich and exciting curriculum**. This underpins all aspects of pupils' personal and academic development within a clear Christian ethos. Pupils receive high quality experiences in many subjects including **art, music and physical education** which is driving their overall achievement to outstanding. Skilled specialist staff and strong team work make a strong contribution to learning. There is effective use of specific funding for sports development. Exciting global links and teacher exchanges with Ghana, for example, further enhance the curriculum. The teaching of **literacy and numeracy** is well planned and resourced. Commercial schemes, such as those for phonics teaching, are very well managed and frequently reviewed to ensure their continued effectiveness in raising standards and narrowing any achievement gaps.

Leadership of the Early Years is strong. Standards are rising and were above average in 2015. Recent changes to leadership and management in the early years have contributed to significant improvements to the quality of provision, liaison with parents and assessment procedures. The early years is well placed for further improvement.

The school's **drive for excellence** is evident in the many initiatives and awards arising from high achievement in the curriculum and involvement in the local and global community.

Procedures for safeguarding are effective. The business manager and headteacher ensure that systems for safe recruitment are rigorously pursued. All staff are trained in procedures to identify and report any concerns. They are supported in this by the **excellent systems** to monitor and support children with special educational needs and other **vulnerable children**, including looked after pupils.

The headteacher and her staff are well supported by an **effective governing body**. They have undertaken a rigorous self review of their roles and skills. The governing body has a strongly developing **understanding of data** relating to pupils' achievement and attendance and is well placed to hold the leadership to account. The governing body is increasingly involved in **closer monitoring** of achievement in different subjects and other aspects of pupils' development. They are extremely **passionate about their roles** and committed to the school's development. Again, however, the full impact of their work and the challenge they bring is not always evident in **documentation**, such as minutes of full meetings. This may limit the opportunity to consistently build on their success.

Teaching, Learning and Assessment

Teaching, Learning and Assessment are good. They are increasingly close to outstanding because:

Teachers' expectations are high. Lessons are **well planned** to meet the needs of all groups of pupils. As a result, **standards are above average** by time they leave in a range of subjects. Pupils' progress from Year 2 to Year 6 is **outstanding overall**. It is at least good and rising through the rest of the school. Pupils clearly enjoy their learning. A strong feature of pupils' learning is their increasing capacity for **constructive self-criticism** and involvement in their own achievement. For example, pupils regularly check their own progress during the lesson against agreed steps and comment meaningfully on the quality of their own and others work. This helps drive their achievement further especially by Year 2 and Year 6. Children in the Early Years are also encouraged to reflect on their work and play during the day. This is contributing to **rapidly addressing** the recommendation of the last Ofsted report for achievement of the most-able in the Reception class.

Behaviour is very well managed throughout the school. Calm, clear instructions and routines help pupils to settle quickly. Pupils are ready to start work and settle promptly after breaks and lunchtime. The **high expectations** of staff for a positive, friendly yet efficient classroom ethos ensure very little time is wasted.

Classrooms are **well organised and attractive**. Classroom displays are often pivotal to pupils' good learning and increasing self-reliance. For example, in most classes key facts pertinent to current learning such as Punctuation Pals provide points of reference so they can manage their own work. Pupils can easily access resources they need. This has been a particular focus in the Reception class and the most able children are now much more effectively challenged. For example, children choose construction activities which extend their learning of shape and space or use registration numbers to park their vehicles correctly. The extension of all children's learning in this way in the Early Years is a priority for further development.

Teachers and teaching assistants question pupils very well. This contributes to pupils' ability to recall information and think more deeply. This is very sensitively done particularly when pupils are discussing sensitive or emotional issues in their religious or personal and social education. Very occasionally, staff are a little too eager to inform less confident pupils and do not give them the same chance to work things out for themselves.

The teaching of phonics is excellent and results of phonic checks at Year 1 are above average and rising further. Teachers and teaching assistants ensure learning is at a consistently secure pace and that children are building strongly on their skills in the sessions. Children from the Early Years onwards are keen to learn and take pride in their achievement. The close link made between letters, sounds and their formation contribute to pupils' success in reading and writing overall. This is extended into effective teaching of spelling, grammar and punctuation from Year 3 and reflected in significantly above average test results at Year 6.

The teaching of reading and writing is brought to life through well chosen topics and literature. For example, pupils raise their own questions and research the answers in science topic on light or history work on Roman Soldiers. They know the works of a wide range of contemporary authors such as Michael Morpurgo or David Walliams and classics of literature, especially Shakespeare.

The teaching of mathematics is good. Pupils make above average progress and reach at least average standards. Pupils have good recall of their multiplication tables and other number facts. Work is carefully planned to provide challenge to all abilities, including pupils with special educational needs. Teachers plan work well to ensure the development of pupils' reasoning and problem-solving skills. For example, Year 2 pupils make very good use of their knowledge of the five times table, odd and even numbers to solve a range of problems with a number square.

Assessment is a strength of the school overall. New procedures to measure the depth and quality of pupils' learning in a wide range of subjects enables planning to be even more closely matched to individual needs. The thorough tracking of pupils with special educational needs and disadvantaged pupils also contributes to school's strengths. Assessment in the Early Years is thorough and the school is increasingly using these to analyse the progress fully of different groups of children. **Marking and feedback** is well considered and developmental. Teachers provide time and opportunity for pupils to reflect on their success and work towards the next steps in their learning. Basic skills such as spelling and number skills are accurately marked and misconceptions addressed.

Personal development, welfare and behaviour

Personal development, welfare and behaviour is very close to outstanding because:

Pupils are thrilled to be at school. Their **behaviour is excellent** and pupils clearly felt safe and secure. Children in the Early Years form very secure and long lasting attachments and relate very well to adults. The high quality of behaviour and responsibility is reflected in well maintained logs of behavioural and racist incidents which are very rare. Staff have very **close relationship with parents** and activities such as home visits when children start are building on this.

Pupils' **attitudes to learning** are highly positive. They increasingly contribute to their own progress and personal development. Pupils take a pride in their work and the evidence suggests all abilities are productive and present it well.

Teachers praise and support pupils effectively. They give them credit for their success and help them to recognise strengths in their behaviour and attitudes. They strongly **encourage pupils to take responsibility** for their own behaviour and recognise right from wrong. This is evident in the displays of work on aims and values and the contribution they can make to society. Bullying is rare and pupils understand how to keep themselves safe. Children in the Early Years play safely and are very tolerant of others. **Rigorous risk assessment** procedures helped to make the environment safe and exciting.

High quality physical education lessons contribute well to **pupils' health and well-being**. For example, they learn to stretch, curl, balance and leap safely to a high standard. They use space very well and listen to instructions. Pupils health and development is complemented by learning in many subjects such as science and personal, social development

Pupils' attendance has improved overall since the previous inspection and at the end of 2015 was over 95 percent. The proportion of pupils **persistently absent has steadily decreased**. There has been a sustained and rigorous drive to raise levels and the school has had significant success in improving the attendance of the poorest attendees. The commitment, knowledge and experience of the newly appointed family support worker and the learning mentor is further strengthening attendance. Steps to support the learning of pupils who are vulnerable to attendance concerns means that the impact on their achievement is often minimal.

The excellent range of musical and other performance opportunities in national and local events also contributes significantly to pupils' confidence and sense of fulfilment. This is complemented by strong links with the local community including the church and the elderly.

Pupil Outcomes

Outcomes for pupils are good and moving towards outstanding

Children in the Early Years **make good progress** from their starting points (see context). They leave Reception with 73 percent of children at a good level of development which is above the national average and steadily rising. The progress of all groups of children is at least good and new assessment procedures are ensuring that this is built up on.

The results of **national phonics tests** are well above the national average and there is a strongly rising trend. At over 89 percent in 2015, outcomes in this area of pupils' learning are outstanding.

By Year 2 standards are also rising and results for 2015 indicate that they are likely to be above national averages and continue a trend of improvement. In particular, **the proportions achieving higher levels** year- on- year have increased significantly. They were broadly average in 2014 for reading, writing and mathematics. In 2015 they are well above the 2014 national averages in all three subjects. In particular, over half the pupils reached a level 3 in reading, 44 percent in mathematics and 25 percent in writing; at least ten percent or more above national averages.

By Year 6 attainment is **above the national** average reading, writing and grammar, spelling and punctuation. It was slightly above in mathematics. Over 96 percent of pupils attained at least the expected level in all three subjects and that is sustained in 2015. The proportion achieving higher levels was also above the national average in 2014 and

shows further improvement in 2015 except for mathematics where results dipped slightly. The school has fully reviewed and addressed this. The progress pupils made from Year 2 to Year 6 in reading, writing and mathematics **compares extremely favourably** with the national picture for 2014 and on first evidence continues to largely do so in 2015.

Throughout the school, data and evidence from monitoring suggests that progress in the core subjects is good and better. New assessment procedures are helping the school focus quickly on any pupils who are not making progress expected. The school tracks the **progress of disadvantaged pupils well**. Outcomes for 2014 and largely for 2015 showed these pupils made progress which was comparable or better to all non-disadvantaged pupils nationally. Continuing to narrow gaps for these and other vulnerable pupils is a key priority for continued development.

Pupils' achievement in **many other subjects is outstanding**. Particular examples were observed in art, music and physical education.

Recommendations for future improvement

- *build on the good teaching and assessment in the Early Years to more precisely identify progress made by different groups of learners and extend learning through the full range of activities*
- *simplify self-evaluation reporting procedures to sharply pinpoint the school's many strengths and the effectiveness of improvements made.*