

Tankersley St Peters C of E Aided Primary School

URN 106637 Local Authority -Barnsley

Independent School Teaching and Learning Review 26 February 2018

School Improvement Reviewer Andrew Clark

Headteacher Jayne Proctor Blain

Contextual Information

The school is slightly smaller than an average-sized primary school with 222 pupils. The proportion of disadvantaged pupils (eligible for pupil premium funding) is average. The proportion of disabled pupils or those with special educational needs is below average. The majority of pupils are from white British families. Fewer than average pupils speak English as an additional language.

The school was last inspected by Ofsted in March 2014. It was judged to be good. Recommendations for improvement including improving provision for able children in reception and developing attendance, especially for hard-to-reach families.

The reviewer last visited the school for a review in 2015 on behalf of Sheffield Diocese. The school was found to be building **rapidly** on its many strengths.

The school received a SIAMs report in February 2017. The school was judged as **outstanding**.

The review

The review was conducted over one day. The review focused particularly on the impact of leadership on pupils' achievement and the quality of teaching, learning and assessment. The review included:

- Pre-review consideration of leadership and management documentation including: Data Dashboard 2017, Developing Excellence Plan (DEP), self-evaluation (SEF), several school data analysis documents, SIAMs report 2017, pupil premium spending and the thorough school website including safeguarding policies.
- Learning walk through all classes for literacy and phonics with the headteacher
- Learning walk for mathematics with the headteacher and the two teaching deputies
- Discussion with headteacher and deputies on self-evaluation, development planning and data management
- Review of single central record and brief discussions with business manager and headteacher re safeguarding
- Discussion with middle leaders for early years, pupils premium funding and for special educational needs

- Consideration of pupils' work during the extended learning walks
- Meeting with the chair of the governing body and eight other governors to provide feedback and respond to questions
- Feedback to the headteacher and staff

The review did not explore pupils' personal development significantly as this is reflected in the results of the recent SIAMs report. The effectiveness of the role of governors was not explored in depth.

The review was designed to reflect on the school's current situation, raise questions and support the leadership in future planning considerations. It was not intended to mirror an Ofsted inspection although the inspection handbooks were used as a source of reference as appropriate.

The reviewer considers that the leadership continue to have an **extremely positive** impact on school development and are successfully promoting high standards in all aspects of the school's work.

Leadership and management evaluation

The headteacher and her senior management team **provide excellent leadership**. They set the tone for the school and provide an excellent example to staff, parents and pupils through **their energy, thoroughness and imagination**. They establish a very clear purpose overall which is accurately summed up in the school's vision statement; 'A love of learning in a distinctly Christian environment.' Leaders create and sustain a **warm, exciting and ambitious environment** where team work and respect for others underpin the high standards pupils achieve. The headteacher devolves leadership extremely well throughout the school. This has been a priority over time and is distinctly reflected in the passion, commitment and sense of purpose identified in the staff discussions on, for example, literacy, mathematics, SEN and pupil premium. All staff are keen and well supported to **take significant leadership roles**. The school has rigorously continued to review the impact of all aspects of its provision on pupils' outcomes.

In order to help staff and governors fulfil their roles even more efficiently, senior leaders are reviewing the DEP process to further sharpen priorities and refine the expected impact on outcomes for all groups of pupils.

The curriculum is skilfully structured to provide an underpinning breadth of learning and progress. Staff plan lessons to accelerate pupils' progress and secure learning and mastery of key skills. They provide myriad opportunities to apply these skills through different subjects. They produced examples of high-quality work in art, history, design and technology, mathematics, science and writing. Pupils' increasingly effective collaborative and independent learning skills **prepare them well** for the next stage in their learning.

The governing body is strongly committed to the school. They are well-organised through specific roles to support and challenge the leadership. They have a clear understanding of the school's vision and its strengths and weaknesses.

Procedures for **safeguarding are effective**. The headteacher as designated lead is rigorous in ensuring staff are appropriately vetted and trained. All staff receive regular training and updates on all aspects of safeguarding including the prevent duty and female genital mutilation. Policies and procedures, including the single central record, are fully up to date and reflect current good practice.

Evidence of learning walks

The leadership team set high expectations for all aspects of teaching and behaviour management that form a secure basis for pupils' learning.

Lessons are extremely well planned with a positive emphasis on helping pupils develop the skills they need to learn independently. This is very evident in the vibrant and highly engaging phonics lessons, for example, where pupils quickly acquire the ability to listen carefully, think quickly and read accurately.

Assessments are precise and accurate. They are based on a very good knowledge of expectations for all ages and abilities. The assessments are used well to set challenging expectations in all subjects. The current targets for pupils' achievement are largely beyond national expectations in reading, writing and mathematics. Senior staff take a strong leading role in regular analysis of pupils' achievement in core subjects to ensure staff are fully and accountable and well supported to address any gaps in learning promptly.

Teachers **question pupils deeply and consistently**. They expect and receive clear and well-thought-out answers in response. This contributes to pupils understanding and recall of key English and mathematical facts. For example, skilful questioning in mathematics lessons in Key Stage 2 support pupils mastery of their learning and increase their capacity to explain their reasoning.

Lessons are **imaginative and stimulating**. The teachers provide a 'hook' to pupils learning at the start of lessons or themes which invariably motivates pupils. They make very good use of a wide range of stimulating resources. Teachers make excellent use of technology to engage, motivate and inform pupils. For example, visualisers are regularly used to share pupils' on-going work, improve handwriting and develop editing and other skills. Pupils' learning is enhanced by visits and visitors.

Pupils' comprehension, grammar, punctuation and spelling skills are systematically and consistently well taught. Pupils have many opportunities to read and write for a wide range of purposes and this contributes to the fluency and productivity in reading and writing skills.

Children in the **early years** are strongly supported to develop a **love of learning** and curiosity about the world around them. Activities are extremely well planned to engage their interest and rapidly build their skills and understanding. For example, children develop their communication, mathematical, reading and writing skills through skilfully organised in the vet's role-play area. The development of children's vocabulary and language skills are central to all their learning.

Teaching assistants make an invaluable contribution to pupils' learning throughout the school. They work in close partnership with teachers and have a good understanding of pupils' needs. Pupils of all abilities, including disabled pupils and those with special educational needs, benefit from the quality of support and challenge they receive. The school is careful to ensure pupils do not become over reliant on adult support.

Pupils are **very effectively engaged in improving their own work**. They set themselves high standards which are evident, for example, in the high standards reached in many subjects and their commitment to homework tasks. Teachers make very good use of marking and feedback to help pupils' improve their own work and rapidly reach the next steps in their learning.

Above all, the overall quality of teaching **leads to learning which is engaging and challenging** for all groups of learners including those who have special educational needs and/or disabilities and pupils who are vulnerable or disadvantaged. Teachers successfully prepare pupils for the next stage of their education in a reflective Christian ethos.

Pupils' achievement

Since the previous inspection, the leadership has continued to make full use of rigorous assessment procedures **to identify and address** any variations or gaps in pupils' learning promptly and efficiently. Staff have respond well to the increased demands of the new National Curriculum. This is largely reflected in **standards reached in the most recent National tests and assessments**.

Children enter the early years with a very **wide range of skills and knowledge**. They make excellent progress from their **individual starting points**. The school acts quickly to address any differences between achievement of different groups, such as gender or disadvantage. By the time, they start Year 1 children leave early years with standards which are at or above the national average and rising rapidly.

Pupils' achievement in speaking, reading and writing is **outstanding**. Pupils are confident and articulate in expressing their well-reasoned views. This is in direct response to all staff's consistent high expectations and well-targeted questions. Pupils of all abilities often read with **exceptional fluency** whatever their ability and with deep understanding. They express clear preferences including popular and classic fiction including Roald Dahl, J.R.R Tolkien and J K Rowling and a wide range of non-fiction.

Children bring **colour and life** to their writing with very good use of grammar and punctuation. Handwriting is increasingly joined, cursive and neatly formed. Pupils' **write fluently** and productively, including those who sometimes find learning difficulty.

Pupils' very good progress in reading is reflected in the sustained well-above average results of checks for pupils' phonic skills in Year 1 at 96 per cent.

Pupils' attainment at the end of **Key Stage 1** in reading, writing and mathematics is well-above average for those working at expected levels and a high proportion of pupils work at greater depth. The school recognises the need to sustain these high levels as pupils' progress through the school. Disadvantaged pupils achieve particularly well.

Standards and rates of progress are largely above average in reading, writing and mathematics in Key Stage 2. Standards in writing are consistently high. The school identified specific reasons why pupils' achievement in reading was broadly average in 2017 and not to the high standard previously seen. Disadvantaged pupils' achievement is not significantly different to other pupils overall.

Pupils' achievement through all year groups is carefully tracked and reviewed. The school identifies both pupils who need additional support and the high achievers who need further challenge. Senior leadership is **strengthening** the representation of all groups in supporting self-evaluation and school development planning.

Pupils' attendance is over 96 percent and punctuality is very good. The school continues to robustly improve the attendance of the small proportion of families who do not attend regularly.

Key recommendation of this review

The school is very well placed to continue to improve.

Consider the following to further support future development:

- sustain the focus on maintaining the high proportion of pupils working at greater depth in reading, writing and mathematics as they progress through the school
- implement the planned review of the DEP including: sharpening key priorities; consistent links to the impact on pupils' achievement; ensuring fuller representation of all cohorts and groups of learners; clearly identifying the role of the governing body in monitoring all aspects of school development
- explore ways to measure the impact of interventions over a significant period time in order to secure their long-term effectiveness

