

Inspection of a good school: Tankersley St Peter's CofE (Aided) Primary School

Westwood New Road, Tankersley, Barnsley, South Yorkshire S75 3DA

Inspection dates:

3 and 4 July 2023

Outcome

Tankersley St Peter's CofE (Aided) Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Tankersley St Peter's CofE (Aided) Primary School are confident, polite and give visitors a warm welcome. They enjoy coming to school. Pupils' learning and welfare are the highest priority. Because of this, they feel happy and safe.

Leaders are ambitious that all pupils will do well. They have designed a curriculum that reflects this ambition. Pupils are keen to learn and they work hard. In lessons they are attentive and engaged because lessons are interesting.

Leaders have high expectations of behaviour. Pupils behave well in lessons and around the school. At playtimes, they play cooperatively with one another. Pupils hold doors open for others and treat adults with respect. Pupils insist that there is no bullying and trust that adults would deal with any problems.

Pupils thrive in roles of responsibility. Core school councillors are proud of their work and know that their views and contributions can make a difference. Worship leaders help to maintain the school's Christian ethos. Reading and mathematics ambassadors work to promote and support these subjects with younger pupils.

Pupils access a wide range of extra-curricular activities. These activities are open to all. Pupils are mindful of caring for the environment. They show concern for others by raising money for a variety of charities.

What does the school do well and what does it need to do better?

Leaders have developed an ambitious curriculum. In all subjects, they plan for pupils to have memorable experiences and learn important knowledge. Teachers have good subject knowledge and they design lessons that build on pupils' previous learning. Important themes are regularly revisited in geography and history. Pupils develop a strong sense of chronology as this theme is frequently revisited in history lessons. The mathematics curriculum is well sequenced and builds progressively from early years to Year 6. Children

in early years have many opportunities to develop their mathematical knowledge. There is a dedicated mathematics area and children practise what they have been learning with the teacher, for example by finding pairs of numbers, objects or shapes. This focus on important knowledge that pupils need to learn, is supported by engaging lessons where teachers use techniques such as songs and rhymes to help pupils to remember.

Leaders are passionate in their commitment to ensuring that every pupil learns to read. The school's chosen scheme for the teaching of reading is taught consistently by teachers who have been well trained. Children in the Nursery class learn the sounds that letters make and there are daily phonic sessions for all those at the early stages of reading.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Leaders are ambitious for these pupils to do well. Leaders work closely with parents, carers and external specialists to make sure that pupils with SEND get the expert help and support that they need.

Children in the early years get off to a good start to their school life. Staff have a sound knowledge of early education and child development. They provide a rich curriculum that ensures the children make good progress in all areas of learning. The curriculum provides a solid foundation and prepares the children well for the next stage of their education. There are clear routines and the children behave well. They cooperate, share and learn together. There are strong and positive relationships between adults and children. Adults frequently use songs and rhymes to support learning. There is the same emphasis on books and a love of reading as exists elsewhere in the school.

There is a coherent and well sequenced curriculum for personal development. Pupils are inclusive and tolerant of the differences between people. The school's Christian values are reflected in the attitudes of pupils who are kind, respectful and have community spirit. Pupils learn about different religions and culture. For example, in early years they find out about how Hindus celebrate Diwali. However, much of the religious education curriculum focuses on Christianity and pupils' understanding of other faiths and cultures is less secure.

Leaders, including governors, have a strong and unwavering commitment to the mental health and well-being of all staff and pupils. Staff enjoy coming to work and feel part of a strong school community. Parents are overwhelmingly positive about the school. The governors know the school well. They understand their important role and are regular visitors to the school. Governors provide support and challenge to school leaders as part of their strategic role.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive frequent and detailed training. Staff use this training to identify when they feel a pupil may be at risk of harm. They act swiftly in reporting any concerns over pupils' welfare. Leaders respond in providing and seeking support for vulnerable pupils and families. Staff know the pupils

and families well. Leaders make the required safeguarding checks when recruiting staff who will work with pupils.

Pupils know how to keep themselves safe, including when using technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although pupils learn about different faiths and cultures, their understanding of faiths other than Christianity is less well developed. As a result, pupils do not have a secure knowledge of different faiths and cultures. Leaders should ensure that pupils' experiences of different faiths and cultures is further enhanced.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106637
Local authority	Barnsley
Inspection number	10269193
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	George Kilburn
Headteacher	Vicky Harrison
Website	www.tankersleystpetersprimary.org.uk/
Date of previous inspection	7 March 2018, under section 8 of the Education Act 2005

Information about this school

- Tankersley St Peter's CofE (Aided) Primary School is part of the Diocese of Sheffield. The school's religious character was last inspected in February 2017.
- The school does not currently use any alternative provision.
- The school operates a breakfast and after-school clubs.

Information about this inspection

- The inspector met with senior leaders, other staff and members of the governing body, including the chair of governors. He also spoke with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector spoke about the curriculum with subject leaders, visited a sample of lessons, met with teachers, spoke to pupils about their learning and looked at samples of work. The inspector listened to pupils read.
- The inspector talked with pupils about their experiences at school, visited the dining hall at lunchtime and observed their behaviour at playtime.

- The inspector spoke with parents and carers during the inspection. He considered the responses, including free-text comments, to Ofsted Parent View, Ofsted's online questionnaire. The responses to the staff and pupil questionnaires were also considered.
- The inspector talked to staff about their role in keeping pupils safe. He also talked to staff about their workload. The inspector explored the quality of training and support that staff receive from leaders.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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