

# Tickhill Estfeld Primary School

## Inspection report

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|--------------------------------|--------------|
| <b>Unique Reference Number</b> | 106725       |
| <b>Local Authority</b>         | Doncaster    |
| <b>Inspection number</b>       | 287594       |
| <b>Inspection date</b>         | 11 July 2007 |
| <b>Reporting inspector</b>     | John Brennan |

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

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|---|---|
| <b>Type of school</b>                     | Primary   |
| <b>School category</b>                    | Community   |
| <b>Age range of pupils</b>                | 4-11  |
| <b>Gender of pupils</b>                   | Mixed   |
| <b>Number on roll</b>                     |   |
| School                                    | 217   |
| <b>Appropriate authority</b>              | The governing body  |
| <b>Chair</b>                              | Mr Barry Hilling  |
| <b>Headteacher</b>                        | Mr Trevor Atkinson  |
| <b>Date of previous school inspection</b> | 11 June 2002  |
| <b>School address</b>                     | Common Lane<br>Tickhill<br>Doncaster<br>South Yorkshire<br>DN11 9JA |
| <b>Telephone number</b>                   | 01302 744275  |
| <b>Fax number</b>                         | 01302 744208  |

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This popular primary school serves the small rural town of Tickhill. Children's abilities on entry to school span the full range but overall are above expected levels. The proportion of pupils with learning difficulties and/or disabilities is below average. Few pupils are entitled to free school meals. Almost all pupils are White British. The school has received an external award for aspects of its early years provision. It has the Artsmark Gold award and has Healthy School status.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 1

As one parent said and several others echoed, 'This is an excellent school.' Indeed, this is an outstanding school offering outstanding value for money.

It has taken excellent leadership and management to achieve this. The headteacher, other staff and governors pay as much attention, to pupils' personal development as well as to their academic needs. The governing body give strong leadership and ably support the very experienced and knowledgeable leadership team and the headteacher. The school is willing to take risks and do things its way. Rigorous but not overly bureaucratic systems underpin this highly principled leadership. Innovative and well-tried practices fit together well. The vast majority of parents are very happy with the school. It has a deservedly good reputation locally and has excellent capacity to improve further.

The sense of innovation can be seen in the excellent curriculum and the outstanding quality of teaching and learning that underpin this. This includes exceptional provision in the Foundation Stage. Teachers expect a lot from pupils and they make learning very interesting. The curriculum is exceedingly effective in building upon the children's interests, experiences and needs. Creativity is often at the core of this. There is some stunning artwork on display and pupils' written work, in a whole range of subjects, is characterised by flair and imagination. Tasks are devised that are enjoyable, relevant and creative but that are not lacking in rigour. Consequently, pupils develop a depth of understanding which they have to package into thoughtful use, as in Year 6, for example, where pupils improvised scenes from a book before writing 'agony aunt' letters for the bully or the bullied. This is not untypical; throughout the school a focus on drama, debate, research and discussion, often sparked by thought-provoking texts, is used as a tool for learning. As a result, standards are exceptionally high and pupils' achievement is outstanding. Extremely challenging targets are set and met. Not only has the school managed to achieve impressively high standards but it has done so over time. Pupils breadth of experience has not been sacrificed to a narrowly academic curriculum.

Pupils' personal development is outstanding and their spiritual, social, moral and cultural development is highly effective. Pupils show an ability to work as a team and are creative and determined. They regularly plan work together and carry out joint challenges. When given the chance, pupils lap up opportunities to take on responsibility for their school. However, the opportunities often go to pupils in Year 6 and to those who serve on the influential school council. Pupils are very self-aware and know how they can grow as learners and as individuals. As a result, they are very well prepared for the next stage of their education.

Standards of care are outstanding. The school is mindful that attention is given to every child and staff know the pupils' academic and personal needs intimately. Assessment information is shared with pupils so that they have a very good idea about how to improve. This is taken a step further in Years 5 and 6 and for some pupils who have learning difficulties and/or disabilities, where pupils, staff and parents sit around the table to discuss progress and future aims. Given the maturity and willing attitude of pupils there is scope to extend this practice further.

### What the school should do to improve further

- Extend the use of joint parents' evenings.

- Give pupils outside of Year 6 and the school council more opportunities to take on responsibility for their school.

## **Achievement and standards**

### **Grade: 1**

Children in Reception achieve very well in learning to read, write and count and in their personal development. Many exceed expected standards by the time they reach Year 1. From this flying start, pupils' progress continues to be rapid as they move from year to year. This puts the school in the top 5% of schools nationally for pupils' achievement. As a result of such impressive achievement, standards at Year 2 and Year 6 are exceptionally high in English, mathematics and science. It is rare to find a pupil not reaching the national average because, at the first sign of needing extra help, pupils receive it. Higher-attaining pupils also do exceptionally well. In 2006 in Year 6, almost two thirds of pupils attained the higher level in English and mathematics and almost 90% reached this level in science. Provisional results for 2007 paint a similar picture, and in mathematics and science are even better.

## **Personal development and well-being**

### **Grade: 1**

Pupils are mature in thought and action. Even the youngest pupils express themselves with confidence because their views are valued. Pupils willingly give of their all because they love school. Attendance rates are well above average. Pupils get on extremely well with each other and with staff. Their behaviour is first-rate. Pupils here not only know about healthy living, but many put principle into practice. Playtimes provide plenty of scope for pupils to be active. The well-thought-of 'family service' at lunchtime is an amiable and social occasion with many pupils eating healthily. Links with an inner-city culturally mixed school and with a special school give pupils first-hand experience of difference so that they learn to understand and respect this. Thoughtful and frank discussion abounds, with pupils able to consider moral issues and how actions and decisions impact on the lives of others. Difficult issues, such as how to manage and deal with bullying, are acted out so that pupils gain a personal understanding of how to stay safe.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers' excellent subject knowledge lends quiet authority to their teaching and a probing edge to questioning. Tasks are pitched at the right level so pupils are motivated but not daunted by work. Thorough and accurate assessment helps teachers to plan what to teach and to provide extra help for those who need it. Teaching assistants provide sensitive support to those with learning difficulties and/or disabilities but also take responsibility for teaching the full ability range. At the earliest opportunity, pupils are involved in checking their work and so they are aware of what they need to do to improve it.

### **Curriculum and other activities**

#### **Grade: 1**

Pupils' work is often strikingly displayed. They are rightly proud of their results and this, in turn, motivates them to present everyday work beautifully. Pupils do not see artificial boundaries

between areas of the curriculum because work draws upon a raft of subjects. The curriculum in the Foundation Stage is vibrant and very successfully merges indoor and outdoor learning. Children's own ideas, such as going on a spider hunt to map where they are, are seamlessly added to the mix of stimulating tasks. Varied competitions provide further opportunities for pupils to work together and to put their skills and knowledge to purposeful use. Sport and foreign languages add much to pupils' experiences. Regular performances for the school community often form the high point of the year. Pupils can choose from a very good range of clubs to join, while residential and day trips add interest to school. A thorough programme for their personal development contributes strongly to pupils' excellent attitudes, behaviour and knowledge.

## **Care, guidance and support**

### **Grade: 1**

Staff know pupils' academic needs and individual personalities intimately. They use this to good effect to offer pupils personal advice and to help them with their work. Detailed systems for assessing pupils' progress underpin this sensitive attitude. Pupils are provided with timely help and a careful eye is kept on subsequent progress. This suits all abilities but particularly pupils who have learning difficulties and/or disabilities. Very skilled work, including that by teaching assistants, ensures that catch-up tasks sit well with pupils' everyday activities. Pupils feel they can manage in class. The needs of higher attainers are not forgotten, with regular challenges testing thinking and 'master classes' provided in subjects such as mathematics and art. Procedures for ensuring pupils' safety, including those for child protection, are in place.

## **Leadership and management**

### **Grade: 1**

Stemming from the headteacher, there is confidence and self-assurance in leadership. Each and every change is carefully weighed to determine how it will benefit pupils.' There is a strong sense of teamwork and common purpose. Key principles are well known and are put into practice without stifling individual flair. Indeed, this is positively seized upon. Relatively new staff have already made their mark by adding to what is on offer for pupils. Assessment procedures, with regular monitoring and evaluation by all school leaders, mean that pupils make outstanding progress, and teaching and the curriculum continue to evolve. Very good governance adds much to the team. Governors know the school extremely well. They regularly sit in on lessons to experience school from the point of view of a pupil. Consequently, they are very well informed and play a leading role in moving the school forward and in doing their best for pupils.

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## Annex A

## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 1   |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   |
| The quality and standards in the Foundation Stage  | 1   |
| The effectiveness of the school's self-evaluation  | 1   |
| The capacity to make any necessary improvements  | 1   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 1 |
| The standards <sup>1</sup> reached by learners   | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and disabilities make progress                              | 1 |

### Personal development and well-being

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

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 1 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 |
| <b>How well are learners cared for, guided and supported?</b>   | 1 |

<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>                                       | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 1   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 1   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| 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  |

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

Thank you for your help when I visited your school recently. I really enjoyed my visit because everyone was so helpful and friendly. It was like being part of one big happy family.

The headteacher and all of the staff do all that they can to make school exciting and safe. You go to a great school. You behave really well and are very helpful to each other. You think a lot about how other people might be feeling. You all work incredibly hard and try very hard. The work you are set is interesting and I could see that it made you think hard. Some of the artwork is exceptional and would not be out of place in an art gallery. I was very impressed with how well you work with each other and with how much you appreciate your school. You know a lot about your school and were very keen to tell me what you thought about it. I was struck by how thoughtful and grown-up your comments were. I think the school council is doing a first-rate job and that children in Year 6 take their jobs seriously. I think there is scope for children in some other years to make the school better still and to take on some responsibilities. You certainly seem very capable of it.

You are really lucky because you have so many clubs to join and it's great that so many of you join them. Along with your teachers and other staff, you make a very good team. It is good to see that those of you in Years 5 and 6 meet together with your parents and your teachers to see how things are going and to think about the future. I think many of you in other year groups could manage and benefit from this.

Your headteacher, the staff and you yourselves are always thinking about ways to make the school even better, even though it's one of the best and happiest schools I have visited. You can help it stay this way and get better still by continuing to try hard, to behave well and to try to play your part in the changes I have suggested the school makes.