

Treeton Church of England (VA) Primary School

Wood Lane, Treeton, Rotherham, South Yorkshire, S60 5QS

Inspection dates 16–17 February 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and teachers make sure pupils in Key Stages 1 and 2 make good progress. Many pupils, including those who are disadvantaged, achieve at the highest standards expected for their ages.
- Governors know the school well. They keep a close eye on the school's work and ask challenging questions about the reports they receive.
- Leaders have developed strong systems for checking the progress pupils are making. Teachers use the information to plan lessons that meet the needs of all the pupils well.
- Teachers and teaching assistants work effectively together. Good teaching secures good outcomes for pupils.
- Effective teaching challenges pupils to think deeply and use what they know in different ways. This helps pupils to reach the highest standards for their ages, especially in mathematics.
- Leaders make sure pupils are safe, learn to keep themselves safe and get the support they need when life becomes difficult.
- Pupils enjoy the wide range of subjects and different activities provided by the school. They are respectful, well behaved and diligent young people. This reflects the Christian values that guide the work of leaders and staff.

It is not yet an outstanding school because

- Not enough children in early years make good enough progress to reach a good level of development. This is why early years provision requires improvement.
- Some disadvantaged pupils and those with special educational needs do not attend school regularly enough to get the full benefit of good teaching.
- Leaders' communication with parents about different aspects of the school's work is not always effective.
- Some leaders are not precise enough when feeding back to teachers about how to improve the impact they have on pupils' progress.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management to achieve outstanding outcomes for pupils by:
 - ensuring all leaders are precise in their analysis of what teachers can do to improve the effectiveness of teaching, learning and assessment and feeding this back to teachers in a constructive and purposeful way
 - developing more effective ways of getting their message across to parents about all aspects of the school's work, especially the support given to pupils with special educational needs and the new arrangements for assessing and tracking pupils' progress
 - developing more precise planning for the use of additional resources so that leaders and governors can check what has worked well and what does not work, particularly in relation to improving the attendance of disadvantaged pupils.
- Improve children's outcomes in early years, particularly for children who are disadvantaged, by ensuring that:
 - leaders regularly check the effectiveness of provision to understand what is helping all children to make rapid progress and what is not working
 - leaders plan to use additional resources for disadvantaged children more precisely, and regularly check that their plans are leading to the children making rapid progress
 - staff question children to encourage them to think about what they are doing and to develop their speaking and listening skills
 - staff motivate children to practise reading, writing and number skills when they are playing and choosing their own activities
 - leaders and teachers make better use of the assessment systems in place so that teachers plan activities that are better matched to children's learning needs.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and recently appointed deputy headteacher have successfully maintained good standards and outcomes in Key Stages 1 and 2 since the last inspection. They have steered a steady course through significant growth in pupil numbers and changes in staff, while developing a robust approach to assessing pupils' progress against the new age-related expectations.
- Leaders effectively support teachers to develop their leadership skills. This has resulted in all staff being productively engaged in developing all aspects of the school. Teaching assistants are well supported through targeted training. This means that staff are working together to ensure even better outcomes for pupils. For example, the current focus on writing leads to pupils producing high-quality writing in different styles, in a range of subjects.
- Pupils are motivated by the range of subjects taught during and after school. They can describe how they learn to respect people with different beliefs and lifestyles. Assemblies, religious education (RE) and personal social and health education contribute to pupils' development as tolerant, rule-respecting citizens. Christian values and a commitment to equality underpin the work of leaders and have a positive impact on pupils' spiritual, social, moral and cultural development.
- Pupils appreciate the chances they get to develop their leadership skills. Older pupils, who listen to younger pupils read, talk confidently about how the jobs they do in school help them to learn to be responsible.
- Leaders robustly check all aspects of teaching, learning and assessment. Effective feedback to teachers sharply pinpoints what is working well and what more needs to be done to improve pupils' progress. However, some leaders focus too much on what teachers do, rather than on the difference they make to pupils' progress.
- Parents have a mixed view of different aspects of the school's work. The majority of parents spoken to, and those who responded to Parent View, are positive about the school. Some parents expressed concerns about aspects of the school's work that were not confirmed by inspection evidence. It is clear from the concerns raised that leaders do not always successfully communicate with parents about different aspects of the school life.
- Leaders and governors have not kept up with new statutory duties to publish information. At the start of the inspection there were some minor concerns about checks undertaken when staff are appointed. However, leaders took decisive action and rectified the omissions during the inspection.
- Leaders are not as effective in their work to support the early years provision. A lack of clarity about assessment and the progress children make has resulted in not enough children reaching a good level of development.
- The local authority has provided an appropriate level of support to this good school. The specific support for the development of teachers' leadership skills has been effective. The diocese's view of the standards achieved by the school and how leaders meet statutory requirements has been over-optimistic. This has not helped leaders.
- **The governance of the school:**
 - actively shares and promotes the Christian ethos that guides the work of the school and works with leaders to plan improvements
 - has first-hand knowledge of the school because they visit regularly and contribute to the checks leaders make on all aspects of the schools work: during these visits they challenge leaders to make sure the information they receive is accurate
 - makes sure salary increases are appropriately linked to the effectiveness of leaders' and teachers' contribution to pupils' outcomes
 - ensures additional funds for physical education and sport have a good impact. The planned use of the pupil premium (additional money for disadvantaged pupils) leads to good outcomes for pupils by the end of Key Stage 2, but it is less well used for the younger pupils because the plan is not specific enough for governors to be sure what activities are working well.
- The arrangements for safeguarding are effective. Leaders provide timely support to pupils and their families when facing difficulties. They are tenacious in their work to secure effective support from other agencies for individual pupils. Governors have agreed to buy in additional support for pupils who experience emotional health needs when other services have not been able to provide what is needed.

Quality of teaching, learning and assessment is good

- Teachers plan and deliver effective lessons across Key Stages 1 and 2 that ensure pupils make good progress and reach the standards expected for their ages. Teachers use accurate assessments of pupils' learning to make sure work is planned at the right level for all pupils. They ensure the most-able pupils deepen their knowledge and understanding so that they can use their skills across different subjects and in different ways.
- Most teachers use a wide range of techniques to engage pupils' interest. They are clear about what pupils will learn in each lesson, they question pupils in different ways to check that they have understood and give clear advice about how pupils can improve their work. There is some variability in the effectiveness of teachers' work and leaders are providing appropriate support when necessary.
- Pupils talk enthusiastically about their lessons and how teachers help them to improve their work. Pupils spoken to accept and even enjoy more frequent tests which check if they are making good progress.
- Teaching assistants make an effective contribution to the progress of all pupils and particularly the pupils who have special educational needs or disability. The joint work between teachers, teaching assistants and advisory staff from the local authority results in good plans for individual pupils to help them catch up with other pupils. Some of this work does not precisely identify why pupils are struggling to learn, resulting in slower progress for a few.
- Pupils learn to read through the effective teaching of phonics (letters and the sounds they represent) and a range of approaches to develop their understanding of what they have read. They develop a love of reading and are encouraged to read regularly at home as well as at school.
- Leaders' current priority is to develop writing skills across all subjects as well as in literacy. Work seen in books and displays demonstrates that their work in this area is effective. However, some younger pupils are not getting enough help to learn how to hold their pencil correctly and this is slowing the development of their handwriting skills.
- Teaching in early years is less effective as adults do not use opportunities to question and extend children's thinking and ideas when they are playing and choosing their own activities.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils say that they feel safe, they get on well together and staff help them sort out any 'falling out'. Older pupils talk confidently and in detail about all aspects of personal safety.
- When teaching is effective, pupils demonstrate keenness to learn. Most pupils make enthusiastic contributions to class discussions and want to answer questions. When teaching is less well planned, a small number of pupils switch off but this does not affect the learning of others.
- Most teachers ensure they organise resources and plan lessons that create opportunities for pupils to learn in different ways. Teachers' high expectations and good overview of their classes mean that all these opportunities are productive.
- Leaders ensure the school is a safe environment and have put in place effective arrangements to manage the increased numbers of pupils in school, especially during play and lunchtimes.
- A very small number of parents raised a concern about bullying and how incidents are managed. Leaders' records show that the very small number of incidents of derogatory remarks made by pupils to each other are managed well. Pupils are reminded that they need to be respectful to each other and are made aware of the impact of the words they use, even if offence was unintentional.

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour in classrooms is calm and respectful. Chasing games at playtimes result in inevitable bumps and falls but staff intervene when necessary. Records of incidents are thorough and reflect a high level of care.
- A very small number of pupils, as a result of their special educational needs, experience behaviour that challenges staff. Leaders have ensured staff receive additional training so that these pupils are supported safely. Over time, most of these pupils make good progress in learning how to manage their feelings.

- Attendance is lower than the national average and is not improving fast enough. The attendance of disadvantaged pupils and those with special educational needs is lower than other pupils. At the time of the inspection, leaders were recruiting additional staff to ensure more support for the families of these children to improve their attendance.

Outcomes for pupils

are good

- In 2015, pupils left the school having achieved good standards, with a good proportion reaching the highest standards in mathematics and reading. Pupils achieved well in writing and English grammar, punctuation and spelling but not as well at the higher levels. A high proportion of pupils in Year 1 meet the expected standard in phonics and in Year 2 were broadly in line with the standards expected in reading, writing and mathematics.
- Disadvantaged pupils made good progress over Key Stage 2 and a good proportion reached the higher levels. However, disadvantaged pupils in Key Stage 1 did not reach the higher levels and disadvantaged children did not make enough progress in early years to reach a good level of development. Pupils who have special educational needs or disability made good progress in Key Stage 2 particularly in mathematics and reading.
- Currently, most pupils, including disadvantaged pupils, the most able and those with special educational needs, are making good progress. Work in their books and the school's information about test results and other assessments confirm that progress seen in lessons is typical. Progress in Years 2 and 3 is less strong.
- Teachers and leaders use skilful assessment and testing to keep a very close eye on every pupil's progress. Additional support and guidance to pupils who are not making good progress is quickly put in place. This means that most pupils catch up quickly. For some, particularly those with special educational needs, the analysis of why they are falling behind is not precise enough to ensure the best intervention is put in place.
- Year 6 pupils describe the good support they are receiving to help them prepare for their move to secondary school. The good standards they reach in all subjects mean that they are well prepared for the next part of their educational journey. Children in early years are less well prepared for the move to Year 1 as not enough reach the level of development that is typical for their age.

Early years provision

requires improvement

- In 2015, fewer children reached the expected level of development than in most schools nationally. The school's own records show that rates of progress were faster in Nursery than in Reception.
- Leaders have not used the information they have about the progress children make, including the disadvantaged, to improve the provision so that more children reach a good level of development by the time they move to Year 1.
- Currently, children are making better progress in understanding shapes and measures than using numbers. Some children are making progress in reading and writing but too few children, especially the disadvantaged, are making rapid progress so that they catch up with children in other schools.
- Teaching for the youngest children is too variable. Some adults do not routinely talk with children as they play, asking questions to develop children's thinking. Some adults' responses to children's chatter do not encourage good development of speech and language skills. Opportunities to assess children's development are sometimes lost. As a result, chances to unpick why some children are not making rapid progress are also lost.
- The majority of parents are positive about their child's start in school. They appreciate the opportunities to 'stay and play', so that they can understand how their children are learning at school.
- Leaders make sure the children are safe and all welfare requirements are met. Occasionally, staff do not intervene quickly enough to support the good development of children's personal, social and emotional skills.

School details

Unique reference number	106946
Local authority	Rotherham
Inspection number	10001239

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	The governing body
Chair	Richard Osborne
Head teacher	Deborah Ball
Telephone number	01142 692677
Website	www.treetoncofe.co.uk
Email address	treeton-cofe.junior-infant@rotherham.gov.uk
Date of previous inspection	14–15 February 2011

Information about this school

- Treeton Church of England (VA) Primary School is larger than the average-size primary school. The number of pupils on role has increased significantly since the last inspection. Just under half of the teachers have been appointed since the last inspection. The deputy headteacher has been in role since September 2015.
- The school is voluntary aided by the Sheffield Dioceses of the Church of England. The Dioceses' Board of Education supports the school by providing an educational consultant to work alongside leaders.
- The school's religious education and collective worship was inspected under section 48 of the Education Act 2005 on 29 January 2016 by the National Society of Anglican and Methodist Schools.
- The vast majority of pupils are from White British backgrounds with a small number of pupils from other ethnic groups.
- The number of disadvantaged pupils for whom the school receives the pupil premium (additional government funding given to schools for those who are known to be eligible for free school meals or who are looked after) is average.
- The proportion of pupils who have special educational needs for which they need support or disability is above average and the proportion of pupils who have statements of special educational needs or education, health and care plans is below average.
- In partnership with other local schools, leaders provide speech and language therapy and support for pupils' mental health, in addition to that provided by the National Health Service.
- The school has achieved the Healthy School Award and a number of good practice awards from the local authority.

Information about this inspection

- Inspectors visited every class, except one which was out of school on a class trip, at least once for varying amounts of time. The headteacher and deputy headteacher joined two of the class visits. During the visit, inspectors looked at pupils' work, talked with them and heard them read.
- Inspectors met with leaders, three members of the governing body, teachers and teaching assistants, and considered the 16 responses to Ofsted's online staff survey.
- Telephone conversations were held with the local authority representative and the educational consultant provided to the school by the Sheffield Diocesan Board of Education.
- As well as talking with pupils about their work in lessons, inspectors talked with pupils at playtime and more formally in a meeting with Year 5 and 6 pupils. Only one response to Ofsted's online pupil survey was received.
- Inspectors talked with parents as they arrived with their children at school and with parents who joined a 'stay and play' event, and considered 46 responses to Parent View (Ofsted's online parent survey), including 37 free text responses.
- Inspectors considered all documents provided by the school that covered all aspects of the school's work. These included the recent analysis of pupils' progress over the autumn term 2015, the report from the recent inspection by the National Society Statutory Inspection of Anglican and Methodist Schools (SIAMS) and the recent report from the consultant provided by the Sheffield Diocesan Board of Education.

Inspection team

Susan Hayter, Lead inspector

Katrina Gueli

Michael Reeves

Christine Turner

Her Majesty's Inspector

Senior Her Majesty's Inspector

Her Majesty's Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Text phone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

