

Inspection of The Ellis Church of England (Voluntary Aided) Primary School

School Street, Hemingfield, Barnsley, South Yorkshire S73 0PS

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and well cared for at this school. Staff encourage pupils to 'be the best that they can be'. School leaders and governors are ambitious for pupils to succeed. They have made some important improvements to the curriculum. This enables pupils to benefit from a positive quality of education.

Behaviour in and around the school is good. Staff build positive relationships with pupils. Pupils are respectful and polite. On the rare occasions that bullying happens, it is addressed effectively by staff. Pupils benefit from a detailed and well-considered personal, social, health and economic (PSHE) education programme. Leaders have ensured that staff are confident to talk to pupils about important issues in an age - appropriate way.

Pupils and staff belong to a friendly and respectful community. This reflects the school's strong Christian ethos. All pupils, including those with special educational needs and/or disabilities (SEND), are treated with dignity and respect. Pupils feel safe in school. They have a clear understanding of how to get help if they are worried about something. They know how to stay safe when using the internet. Staff, pupils and parents agree that the school is a happy and safe place where children can learn.

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

Curriculum leaders have secure knowledge about the subjects that they lead. They share their expertise with teachers so that everyone has the support they need to teach with confidence. The new leadership team has prioritised curriculum development. Leaders and staff have designed a well-sequenced and deep programme of learning across all subjects from the early years to Year 6. In mathematics, teachers help pupils to learn more by repeating essential knowledge that they need to know. Leaders are ambitious for pupils to achieve well. Teachers know what to teach and when from detailed curriculum plans. However, in some subjects, curriculum plans are applied less effectively than others. Pupils learn less effectively when this happens.

From the moment children start in Reception, they start to learn to read. Staff follow a consistent approach to the teaching of phonics. This helps children to learn new sounds well. In key stage 1, most pupils read fluently and with understanding. This is because adults check that children recognise the sounds that they need to read with accuracy. Reading is a priority at this school. Investment in high-quality texts has contributed to pupils' love of reading. Leaders are passionate that the golden thread of reading runs through all areas of the curriculum. In the early years, leaders develop children's language well. Children make use of the indoor and outdoor areas to improve their physical skills.

Leaders have made great strides in building a culture of positive behaviour. Pupils are reminded about learning behaviours and the school's golden rules in collective worship. Positive behaviour is celebrated through 'golden awards'. However, some pupils do not fully understand the reward system. Behaviour from some pupils occasionally disrupts learning. Pupils attend school regularly. Attendance is well managed by leaders. They engage well with parents to manage cases of persistent absence and term-time requests for holidays.

PSHE education is a strength of the school. The PSHE education curriculum is well planned and ambitious. The school promotes equality of opportunity so that all pupils can thrive together. Pupils understand that individual characteristics make people unique and the fact that people are different should be valued. Leaders provide many opportunities to promote pupils' personal development. There is a wealth of opportunities for sports and outdoor enrichment activities, including orienteering, team building and competitions. Leaders are keen to introduce new experiences to pupils, including pupils with SEND and those who may be vulnerable.

Leaders are forward thinking in their approach to developing the school further. They help staff to manage their time and the demands on their workload. Leaders ensure that staff receive the training and resources that they need to teach. For example, leaders provide coaching in physical education (PE) for teachers who are new to the school. Staff feel well supported by leaders. Governors and senior leaders know the school well. They provide clear strategic direction.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. The designated safeguarding lead makes sure that vulnerable pupils receive the support that they need. Staff are vigilant and aware of what to do if they have any concerns about pupils' welfare. They know that it is everyone's responsibility to care for pupils and to keep them safe. Staff work well with other agencies to minimise the risk of harm to pupils. Leaders have put effective safeguarding procedures in place, including making robust pre-employment checks on staff and volunteers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not implemented consistently well across all subjects. This means that pupils learn less effectively in some subjects than in others. Leaders should continue to support staff in teaching the curriculum to ensure that pupils achieve well across all subject areas.
- Leaders' new approach to managing behaviour is not fully established. Some pupils are unclear on how aspects of the behaviour policy, such as rewards, work

in practice. Leaders should ensure that the new approach to managing behaviour is clear and applied consistently to further enhance standards of behaviour.

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	106638
Local authority	Barnsley
Inspection number	10241386
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	235
Appropriate authority	The governing body
Co-chairs of governing body	Marcus Edwards and Davina Hulme
Headteacher	Emily Edwards
Website	www.theellisschool.org.uk
Date of previous inspection	5 July 2017, under section 8 of the Education Act 2005

Information about this school

- The acting headteacher and acting deputy headteacher took up their posts in September 2022. They were both employed by the school prior to this.
- The school does not use alternative provision providers.
- The school was judged to be good at its most recent inspection of denominational education and the content of the school's collective worship under section 48 of the Education Act 2005. The school's most recent section 48 inspection took place on 18 February 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the previous section 48 inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and PE. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the acting headteacher, the special educational needs coordinator, curriculum leaders, teaching staff and support staff.
- Inspectors met with representatives from the local governing body, a representative of the Diocese of Sheffield and the school improvement partner from the local authority.
- Inspectors met with the designated safeguarding leader to discuss the school's procedures for keeping pupils safe. They considered the school's recruitment procedures, staff induction and training.
- Inspectors considered responses to Ofsted's staff questionnaire and responses to Ofsted's online survey, Parent View, including free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to a number of parents at the school gate.

Inspection team

Nicola Beaumont, lead inspector His Majesty's Inspector

Marcus Newby His Majesty's Inspector

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