

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Serco
Direct T 0121 683 3888



7 July 2011

Mrs N Rowley
Headteacher
Ankermoor Primary School
Rene Road
Tamworth
B77 3NW

Dear Mrs Rowley

Ofsted monitoring of Grade 3 schools: monitoring inspection of Ankermoor Primary School

Thank you for the help which you and your staff gave when I inspected your school on 6 July 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the pupils, staff, members of the governing body and the local authority representative.

Since the last inspection, the school and the governing body have had undergone significant changes of personnel and structures. Some key staff, particularly those from the senior leadership team, have been absent for a sustained period due to personal reasons.

As a result of the inspection on 16 September 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

In 2010, attainment fell at the end of Key Stage 1 and was broadly average at the end of Key Stage 2. However, the 2011 unvalidated data indicates that the proportion of pupils reaching levels above those expected for their age at both Key Stage 1 and Key Stage 2 is in line with national averages in English and science, although it remains weak in mathematics. Overall, pupils' achievement is satisfactory. There is a substantial improvement in the proportion of Year 6 pupils who make at least the expected rate of progress in both English and mathematics. The school's assessments indicate that the attainment of the current Year 2 and Year 6 pupils is broadly average, with some improvement, albeit uneven, on

July 2011



previous years. The 2011 unvalidated national assessments indicate that the more-able pupils are making at least good progress because of consistently good teaching. The attainment of the present Year 6 is higher than that of the previous cohort.

The school has implemented a number of strategies to improve assessment and these are beginning to pay dividends. There is now a robust system for tracking pupils' progress regularly and the school analyses the performance of individuals and groups of pupils effectively. The accuracy of assessments has improved following the introduction of a nationally recognised scheme for measuring the small steps in pupils' learning. Rightly, through regular pupils' progress meetings, staff are held to account for pupils' performance. There has been a range of training for staff on techniques which help to assess pupils' learning in lessons. Evidence suggests that most staff are using these effectively. The school recognises, however, when underperformance is identified, particularly with the more able, it is not consistently addressed with sufficient urgency and rigour by all teachers. Pupils are accustomed to thinking about how well they understand their work and indicate this briskly to their teachers. Most pupils are familiar with their targets, know how well they are doing and what it is that they need to do to further improve their work. This is reinforced through marking in books which is regular and tells pupils what they have done well and what they need to do further to improve their work.

Although attendance remains satisfactory, the school has worked successfully with parents to significantly reduce the number of term-time holidays. Consequently, persistent absence is now much reduced. This is due to the rigorous immediate follow-up through the recently introduced electronic register, a higher profile across the school and links to rewards.

All lesson observations were undertaken jointly with members of the senior leadership team. Teaching and learning ranged from good to satisfactory. Inspection evidence indicates that the quality of teaching is variable. Overall, it is better in the Early Years Foundation Stage and Key Stage 1 than in Key Stage 2. The better lessons observed were characterised by enthusiastic teaching, high expectations and good relationships. Teachers made clear links between pupils' individual targets and their work, encouraging pupils to work independently and in groups which included effective peer assessment. Pupils responded well to tasks with a 'real-life' purpose. For example, Year 1 and 2 pupils worked diligently in groups to plan a role play based on a story they had been reading. This involved pupils getting into character to enable them to respond to some difficult questions posed by others acting as police officers who took them through a thorough interrogation.

The headteacher and deputy headteacher have now established a staffing structure that matches the school's size and needs. The school has extended the role of subject coordinators, who have begun to monitor planning, teaching and pupils' work. Individual governors have established links with specific subjects and areas to extend their understanding of the school. In this way, the governing body has begun to develop its role in formally monitoring and evaluating the school. Through a



robust tracking system and regular monitoring activities, the senior leadership team, with the middle leaders and governing body, have a realistic view of the school's performance and have taken appropriate steps to address weaker areas. The school recognises that there is still considerable work to be done to ensure consistency and coherence in school improvement and to further raise attainment.

The local authority has and continues to provide considerable, well-targeted support to both the middle leaders and the governing body. The impact of this has been satisfactory.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Rashida Sharif
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2009

- Raise achievement by summer 2010, especially for more-able pupils, by ensuring teaching is consistently challenging.
- Develop the monitoring role of middle managers and governors to enable their full participation in school improvement by April 2010.
- Improve attendance by April 2010 through:
 - building on the school's current good practices
 - working more closely with parents to reduce term-time holidays.