

Anns Grove Primary School

Inspection report

Unique Reference Number	107086
Local Authority	Sheffield
Inspection number	356083
Inspection dates	14–15 October 2010
Reporting inspector	Stephen Fisher

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	314
Appropriate authority	The governing body
Chair	Mr Andrew Jackson
Headteacher	Ms Jacqueline Smalley
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed eight teachers and 17 lessons. Meetings and discussions were held with groups of pupils, parents and carers, governors and staff. The inspectors observed the school's work, and looked at documentation including that relating to pupil safeguarding, the school's raising attainment plan, local authority visit reports, minutes of meetings of the governing body, records of pupils' progress and a range of school policies. The inspectors also examined pupils' work in their books and on display. The inspection team analysed 154 questionnaires from parents and carers, 93 from Key Stage 2 pupils and 33 from school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The quality of teaching and in Key Stage 1 in particular.
- The opportunities that pupils have for developing their writing skills in a range of subjects.
- The extent to which pupils develop their information and communication technology (ICT) skills and use them to support their learning in different subjects.
- The effectiveness of middle leaders in bringing about school improvement.

Information about the school

Anns Grove is a larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion with a statement of special educational needs is broadly average. The percentage of pupils from minority ethnic groups is well above average and rising. The percentage of pupils who speak English as an additional language is above average. The school runs a very well-attended breakfast club. It has achieved Healthy School status and is an 'Eco-school'.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Anns Grove is a good school. Children enter the school with skills and abilities well below average, particularly in terms of their communication skills. The outstanding care, guidance and support that pupils and families receive from the outset, and as pupils move through the school, have a significant impact. This includes excellent systems to help ensure that pupils are kept safe. Pupils behave exceptionally well and all groups of pupils, including those with special educational needs and/or disabilities, make good progress from their starting points. Parents and carers are very supportive of the school. The following comment is typical of their views, 'The special needs support is excellent, my child is making more progress here than originally thought possible. All staff are approachable, available and supportive.'

School leaders and the governing body monitor and evaluate the school's work effectively and have an accurate understanding of the school's strengths and its areas for development. Outcomes for pupils have improved strongly since the last inspection and the school plans effectively to help ensure that this forward momentum will continue; as such, it has a good capacity to improve.

The quality of teaching is good throughout the school and it has improved, in Key Stage 1 in particular, since the last inspection. Pupils' attainment is broadly in line with the national average by the end of Key Stage 2 and attainment in mathematics and science has been improving strongly over the last three years. Although attainment in English has been improving steadily, pupils' attainment in reading is higher than that in writing, where attainment remains below average. There are some good examples of teachers making meaningful links between subjects to stimulate pupils' interest and promote the development of their writing skills. For example, Year 5 pupils used their knowledge of diet and health to devise questionnaires about healthy eating. However, the curriculum has not been fully planned to integrate learning in different subject areas and provide pupils with opportunities to write for a wide-range of purposes and audiences.

Planning and assessment procedures are developing well. Planned activities usually take account of the wide-ranging needs of the pupils, though the more-able pupils in Key Stages 1 and 2 are not always sufficiently well challenged. Most pupils receive good oral and written feedback from their teachers and know what they need to do to improve their work. Some of the older pupils make evaluative comments about their own work but neither these nor teachers' comments are routinely followed up so that pupils take the necessary steps to improvement.

What does the school need to do to improve further?

- Raise attainment in all subjects, particularly in pupils' writing, by:

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- strengthening assessment practice in Key Stages 1 and 2 so that pupils are not only given guidance about what they need to do to improve but are consistently and explicitly shown how to do so
- ensuring that teaching and learning activities meet the needs of the more-able pupils effectively
- seeking and implementing ways of making the curriculum more imaginative and broad ranging.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy being at Anns Grove Primary School. Their constructive attitudes to learning, outstanding behaviour, readiness to follow their teachers' instructions and the positive ways in which pairs and small groups of pupils cooperate in lessons, all contribute significantly to their progress. Pupils themselves are delighted with the progress they make. For example, without being prompted, one pupil with special educational needs and/or disabilities said to an inspector, 'They show me how to learn here, I've got better at writing. Have a look at my book.' One of the reasons that pupils' behaviour in the school is outstanding is because they feel well supported by adults. One said, 'My teacher always stays calm and is positive about my work.' while another added, 'I trust her to guide me.'

The large majority of children enter Nursery with skills and abilities well below those typically expected for their age. Attainment at the end of Key Stage 1 is below average, though it has been improving in the last three years and reflects the fact that pupils are making good progress. Over the same period, pupils in Key Stage 2 have also made good progress so that by the time they leave the school attainment is a little above average in mathematics and science and just below average in English. Pupils are making satisfactory progress in the development of their ICT skills, though the use of ICT is not firmly embedded throughout the school.

Pupils conduct themselves exceptionally well in lessons, as they move around the school and on the playground, where they mix well and play energetically and happily. Those with special responsibilities carry them out diligently: they serve fruit, distribute games equipment and act as peer mentors to help resolve any disagreements. Pupils say that they feel very safe in school. They know what to do if they have any problems and are confident that any issues that they raise will be properly dealt with by the adults who look after them. Pupils have a good awareness of, and speak confidently about, the importance of exercise and having a healthy diet.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good. In all lessons, teachers clearly explain to pupils what and how they will be learning. Pupils are encouraged to work together or, when working individually, to be able to concentrate and apply themselves well. Teachers make good use of subject specific vocabulary, provide pupils with a good range of opportunities to talk about their learning in pairs, small groups and in front of the class. For example, in a Year 6 poetry lesson, pupils evaluated readers' performances in terms of voice control, eye contact with the audience and expression. Teachers in all classes give pupils due praise and encouragement and relationships are good. Marking is used to recognise achievement and point out the next steps for improvement, though teachers do not routinely follow these up and explicitly help pupils to take those next steps. Lessons effectively meet the needs of pupils with special educational needs and/or disabilities, though there is not always sufficient challenge for the more-able pupils, who sometimes complete tasks very quickly and without difficulty. The curriculum has placed a strong and successful emphasis on pupils' personal and social development, together with improvement in pupils' literacy and numeracy skills. There are some good links between different areas of the curriculum, though this aspect of the school's provision is at a relatively early stage of development. The school provides a good range of extra-curricular clubs which are well-attended and much appreciated by the pupils.

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The school provides exceptional care and guidance for pupils in support of their personal development and well-being, and pupils and their parents and carers really appreciate the way in which the school looks after them. The school is extremely welcoming, so much so that the well-attended Breakfast Club for pupils also attracts large numbers of parents and carers who join in the conversations and games activities. The school's work with families and a range of agencies in support of pupils who face difficult circumstances is deeply embedded at all levels, and vulnerable pupils and those with significant medical needs make particularly good progress. The school has an effective range of strategies in place for promoting good attendance. Despite this, there is a small number of families who do not send their children to school as regularly as they should.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school has a friendly, purposeful and calm atmosphere. It is well led and an increasing number of school leaders are influencing school organisation and curriculum development. For example, Key Stage 1 now has a clear leadership and organisational structure, responsibility for the development of the mathematics curriculum is shared by leaders in Key Stages 1 and 2, and the Early Years Foundation Stage leader and the learning mentor run the 'Top Tips' and 'Family Treasures' programmes for parents and carers and their children. School leaders are highly motivated and at both the strategic and the day-to-day level, they demonstrate the ability to monitor the work of the school in order to bring about further improvement. The governing body is rigorous in ensuring that pupils and staff are safe and they discharge their statutory duties effectively. They have a good understanding of the school's strengths and areas for development, monitor the quality of teaching and learning in lessons and are actively involved in supporting school improvement and the development of community links.

The school has a very positive relationship with most groups of parents and carers, who say that they find school staff approachable and helpful. The school promotes equal opportunities well and is very effective in tackling any form of discrimination. There is a comprehensive awareness of safeguarding issues among governors and staff at all levels, all of whom receive regular training. The school works most effectively with other agencies to reduce the risk of harm to pupils. The school is a very cohesive community and pupils from different backgrounds get on noticeably well together. The school works very well with local agencies and community groups to promote pupils' understanding of the local community's religious and social context and plans are in place to develop pupils' understanding of the diverse nature of the wider world.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in their learning and social development in the Early Years Foundation Stage because their needs are met effectively. Children are very happy and they take good care of the toys and equipment that they use. They show respect for each other and enjoy good relationships with all adults. Children take interest in the activities and resources provided for them and demonstrate the ability to sustain concentration when playing and working – whether alone or in small groups. For example, a small group of Nursery children were absorbed in making 'rocket' pictures out of coloured wooden shapes, using small hammers and nails to fix their shapes onto cork boards. These children were very pleased at being able to make and to copy patterns. Many are very quiet when they join the school and some speak little or no English but by the time they enter the Reception class, most have developed in confidence and are happy to talk about what they are doing. Progress is particularly good in the development of children's personal and social skills; it is not as strong in reading and writing.

Adults have a good understanding of the children's learning and welfare requirements and ensure that the children are kept safe and are well supported. Staff go to great lengths to create good partnerships with parents and carers, including making home visits, providing 'workshops' and 'stay and play' sessions for them and by giving them opportunities to contribute to the children's 'All About Me' development books. The Early Years Foundation Stage leader has a good understanding of how to create a learning environment that will enable the children to flourish, including those with special educational needs and/or disabilities. Planning takes good account of the children's needs and abilities and provides children with a wide range of indoor and outdoor learning and play activities to choose from. Children's progress is monitored effectively and assessment activities are closely

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linked to learning objectives and used to plan appropriate next-step activities for the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A higher than usual percentage of questionnaires was received by the inspection team. All agreed that their children enjoy school and almost all agreed that the school is well led, takes good care of the children and keeps them safe. Parents and carers who spoke to inspectors were also full of praise for the way that the school cares for their children. These views were confirmed by the findings of the inspection. A small number of parents and carers raised concerns about the progress of their children in the mixed-age classes. Inspection findings are that pupils make good progress overall, though teaching does not always take sufficient account of the needs of the more-able pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anns Grove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 154 completed questionnaires by the end of the on-site inspection. In total, there are 314 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	58	65	42	0	0	0	0
The school keeps my child safe	100	65	52	34	1	1	0	0
My school informs me about my child's progress	77	50	75	49	2	1	0	0
My child is making enough progress at this school	72	47	78	51	3	2	0	0
The teaching is good at this school	81	53	72	47	1	1	0	0
The school helps me to support my child's learning	75	49	75	49	2	1	0	0
The school helps my child to have a healthy lifestyle	83	54	64	42	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	75	49	73	47	3	2	0	0
The school meets my child's particular needs	75	49	76	49	2	1	0	0
The school deals effectively with unacceptable behaviour	57	37	87	56	6	4	1	1
The school takes account of my suggestions and concerns	51	33	93	60	6	4	0	0
The school is led and managed effectively	74	48	75	49	2	1	0	0
Overall, I am happy with my child's experience at this school	87	56	64	42	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 October 2010

Dear Pupils

Inspection of Anns Grove Primary School, Sheffield S2 3DJ

Thank you for making the inspection team so welcome when we visited your school recently. We are particularly grateful to those of you who talked to us in discussion groups, in lessons and on the playground. We were very impressed by your enthusiasm for school and by your excellent behaviour.

We judged that Anns Grove Primary School is a good school and school leaders, teachers and governors have worked very effectively to make it so. They look after you extremely well, keep you safe and successfully help you to develop your knowledge and skills as you move through the school. You have played a strong part in the school's success. Your very positive attitudes to learning, to each other and to the activities that the school provides for you, all help you to make good progress. Well done!

The school can improve still further and we have asked the headteacher, staff and governors to do three things to help bring this improvement about. These are to:

- give you clear guidance about what you need to do to improve and show you how to do so
- make sure that those of you who learn more quickly and easily are given tasks that are more closely matched to your needs
- find ways of developing the school curriculum so that it provides you with a broader range of experiences.

You can help this improvement by continuing to work hard and behave well.

Yours sincerely

Mr Stephen Fisher

Lead inspector

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