

# Anston Park Junior School

## Inspection report

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<b>Unique Reference Number</b>	106896
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	377483
<b>Inspection dates</b>	12–13 December 2011
<b>Reporting inspector</b>	Derek Pattinson

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joanne Savory
<b>Headteacher</b>	Lee Hessey
<b>Date of previous school inspection</b>	20 May 2009
<b>School address</b>	Park Avenue North Anston Sheffield S25 2QZ
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## Introduction

The inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 14 lessons, taught by 10 teachers and held meetings with members of the governing body, staff and pupils. They looked at the school development plan, a report of the governing body, monitoring records of teaching and learning, the most recent data on pupils' attainment and progress, safeguarding policies and records, assessment information, the latest attendance figures and pupils' work in all classes. The 60 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of measures to raise attainment and accelerate progress for all pupils.
- The extent to which teaching and learning are consistently good as pupils move through the school.
- The impact of the school's improved assessment arrangements and developing curriculum on pupils' learning, attitudes and motivation.
- How effectively leaders, managers and the governing body drive improvement and evaluate the school's work.

## Information about the school

This is a slightly larger than average-sized junior school. The percentages of pupils from minority ethnic groups and who speak English as an additional language are much smaller than what is typical nationally. The proportion of pupils who have special educational needs and/or disabilities is above average. The percentage of pupils who are known to be eligible for free school meals is below the national average. The school has achieved the Basic Skills Quality Mark and Healthy School status. A new headteacher was appointed in September 2011 and an existing member of staff has been appointed to the post of deputy headteacher from January 2012.

**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

Messages displayed such as 'together we fly' and 'don't let your fears stand in the way of your dreams' provide inspiration for pupils, staff and visitors at this good school. The headteacher leads the school with great drive and energy, and, as a result, senior leaders are building successfully on past performance to accelerate pupils' progress and drive up attainment further. The mostly good care, guidance and support the school provides for pupils are strengths which show why parents and carers hold the school in high regard. However, while safeguarding practices ensure pupils are kept safe, documentation is not always of the same high quality and checks are not always regular enough or recorded.

Pupils' good moral and social development underpins the school's work. As a result, the school is a cohesive and harmonious community which runs smoothly. However, pupils lack much understanding of the increasingly diverse nature of the society in which they live. Nevertheless, they have good knowledge of what constitutes a healthy lifestyle and feel safe in school. The school provides a wide range of often exciting experiences that motivate pupils and promote their learning. These positive features help to explain why almost all pupils like school and attendance is above average.

The school's internal assessments reveal that pupils start in Year 3 with skills, knowledge and understanding which are a little above those typical for their age. Throughout the school most pupils, including those with special educational needs and/or disabilities, make good progress. As a result, pupils' attainment is comfortably above the nationally expected levels by the time they leave Year 6. This good progress is due to good teaching, pupils' increasing knowledge of how to improve, especially in English, and the impact of regular assessment and rigorous tracking. These strong aspects are helping to accelerate pupils' progress and raise their attainment by the time they leave. Strengths in teaching outweigh areas for development. Nevertheless, a few inconsistencies remain. In a few lessons, pupils do not have enough time to practise their skills, the work is not carefully enough matched to their needs, especially for the more able, and pupils are not given enough time to share what they have learnt or how challenging they found the work.

The school is well led. Morale and team spirit are high. The new headteacher has already earned the support and respect of staff, parents, carers and the governing body. Self-evaluation, grounded in accurate analysis, identifies the right priorities to

drive up attainment and these are rigorously pursued. Increasingly challenging targets to improve performance are set and achieved. The issues raised in the previous inspection have been largely addressed. While subject leaders are not yet fully accountable for attainment and progress, they increasingly know what works well and what needs doing. The governing body is becoming more involved in leading the school's direction and holding it to account. Consequently, the school has good capacity for sustained improvement.

## What does the school need to do to improve further?

- Ensure that the teaching is consistently at least good, with a higher proportion that is outstanding, by:
  - restricting the time teachers spend on explanations so that pupils have enough time to practise their skills and apply their knowledge
  - ensuring that work given to pupils is always at the right level for them
  - checking that pupils always have opportunities to share what they have learnt, and how challenging they found their work, to help inform teachers' planning for the next lesson.
  
- Improve the quality of leadership and management to be consistently at least good by:
  - ensuring all subject leaders are fully accountable for attainment and progress
  - ensuring that the school adopts recommended best practice and carries out regular and rigorous reviews of all its safeguarding arrangements.
  
- Increase pupils' understanding of the diverse nature of British society to help to further promote community cohesion.

## Outcomes for individuals and groups of pupils

2
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Pupils are happy, confident and courteous. They enjoy school and make friends easily, which helps to explain their above average attendance. They respect the rights of others and learn to live in harmony. Behaviour is good overall, underpinning their work and play. As a result, pupils have good attitudes to their work and show interest and concentration, especially when activities engage and excite them, for example, when Year 6 pupils plan how best to spend £250 on food for a Christmas party for 90 children, while others write a persuasive letter to their headteacher seeking a half-day holiday to celebrate the festive period. Pupils use information and communication technology (ICT) well to support their work, for example, by writing newspaper reports and stories, such as 'The Goat's Rescue'. Pupils with special educational needs and/or disabilities make good progress because of the good support they receive and the excellent relationships the school has forged with parents and carers. Although pupils' attainment by the end of Year 6 has been broadly average over recent years, it has risen year-on-year since 2009. Attainment this year was just above average in both English and mathematics. Projections from the school's rigorous tracking show that progress is accelerating, especially in Year 6. As a result, attainment is likely to rise again in 2012 to securely above average

levels. This represents good achievement for most pupils from their starting points in Year 3.

Pupils are aware of the benefits of exercise and what constitutes a healthy lifestyle, many selecting healthy options for their lunch boxes and taking part in the variety of sporting after-school activities the school offers. Comments, such as ‘teachers never take their eyes off you’ and ‘there are codes on all doors and the school gates are locked’, provide strong evidence that pupils feel safe and secure in school. Pupils have a strong voice in school through the work of the school council, playground buddies, and monitors selling fruit at break times. Links with a local hospice help pupils to develop an awareness of citizenship. However, links within the wider community are less well developed. Their enjoyment of learning, knowledge of right and wrong and willingness to work with others helps to explain pupils’ good spiritual, moral and social development. However, pupils know too little about different cultures and lifestyles to enable them to understand the diverse nature of British society. Pupils’ good progress in basic and personal skills helps to equip them well for the next stage of their learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	2
Pupils' attainment <sup>1</sup>	2
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	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	2
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Lessons are typified by secure relationships, effective behaviour management strategies and much use of encouragement and praise, which provide a successful platform for effective learning. Good planning ensures most work is matched to pupils’ varying needs. However, occasionally, more-able pupils find work such as computation work in mathematics too easy, whereas less-able pupils, for example in literacy, find recording their ideas difficult. Real-life links are often used well to help to engage pupils’ interests and extend their learning, such as when older pupils evaluate the lifestyle and diet of Homer Simpson. Support staff are deployed sensitively and effectively aid pupils’ progress by engaging constantly with them to help move their learning forward. However, teachers very occasionally talk too much, which restricts the time pupils have for independent work. Nevertheless, good questioning during lessons provokes discussion and enables teachers to check pupils’

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

understanding. As a result, many pupils know how well they are doing in relation to their targets, especially in English. Teachers’ marking and clear ‘steps to success’ help pupils to improve by enabling them to evaluate how well they are learning.

The school’s well-organised curriculum, in which good-quality art and sport feature strongly, provides pupils with a wide range of interesting activities. These promote enjoyment and often excitement in learning and contribute well to their personal development. Planning ensures all subjects are appropriately represented and that barriers between subjects are steadily being broken down, so that pupils gain a well-rounded understanding of the themes they study. Teachers use every opportunity to link learning to real-life situations to bring learning alive for pupils, such as when pupils write about their extended visit to Crowden Outdoor Activity Centre and complete good-quality work about Remembrance Day. Open-ended challenges, such as in mathematics, are helping to develop pupils’ thinking and reasoning skills. Nevertheless, there are missed opportunities to develop ICT skills and promote understanding of different cultures. However, visits, such as to the local church, visitors and a wide range of popular after-school clubs, further enrich pupils’ experiences.

Providing good-quality care, guidance and support is at the heart of the school’s work. As a result, a positive climate for learning exists and pupils are happy and keen to learn. Every pupil and his/her circumstances are known well to staff. All adults work closely together to provide each individual with well-organised and carefully targeted support. For example, the additional needs of pupils whose circumstances may make them vulnerable are identified early and strong partnerships with outside agencies are forged so that these pupils have the support they need to make good progress both academically and personally. The headteacher has established good links with the infant school to ensure that the move from Year 2 is smooth and seamless. Pupils are also prepared well for transition to the next stage of their education. Class attendance awards have been added to the range of approaches the school has implemented to help improve further the above-average attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

Key features of the headteacher’s effective leadership include the ability to enthuse others, to establish high morale, to manage change and to lead by example. The senior leadership team successfully spearheads the drive to improve teaching and learning and uses a variety of increasingly effective systems to monitor provision and outcomes. For example, systems to track pupils’ academic achievement are thorough, help to highlight any difficulties pupils may be having and pinpoint priorities for improvement. Another strong feature is that the regular monitoring of teaching focuses more sharply on how pupils learn rather than on how teachers

teach. The school improvement plan sets a clear and effective steer for the school’s work and priorities are well judged and rigorously pursued. Subject leaders, some of whom are new to their roles, are steadily developing their knowledge of what works well and what needs doing through the regular monitoring of provision and outcomes. Nevertheless, they are not yet fully accountable for attainment and progress. The governing body is committed to the school, knows some of the school’s strengths, but is not yet fully involved in evaluating the school’s work or leading its direction.

The school successfully draws upon the expertise of partner institutions and outside agencies, such as the local schools’ network and the local church, to benefit pupils. A joint project with the infant school is helping to promote enterprise skills. Positive links with parents and carers are promoted through regular newsletters and questionnaires, school functions, such as the Christmas pantomime, which most attend, and through the school’s ‘open door’ policy. Equal opportunities are embedded in the school’s way of life and there is a strong emphasis on including all pupils. Improved tracking is ensuring that, overall, pupils achieve equally well and that attainment is rising. There is no significant variation in rates of progress for the different groups in the school. Discrimination is not tolerated and pupils learn very well how to treat others with respect. Parents and carers have every confidence in the school to keep their children safe because safeguarding practices are secure. However, some documentation does not match the quality of safeguarding practices: checks are not always as rigorous or regular as they need to be and are not always recorded. The school is a cohesive community, although links with the wider world, for example to help promote understanding of cultural diversity, are too few.

*These are the grades for the leadership and management*

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

## Views of parents and carers

Parents and carers who responded to the questionnaire are very positive about the way their children are educated and nurtured in school. Negative responses were few with no trends emerging. All parents and carers who responded agreed that the school keeps their children safe, teaching is good, the school meets their children’s particular needs and that the school is led and managed effectively. Almost all parents and carers agreed that the school helps their children to lead a healthy



lifestyle and are happy overall with their children's experience. Inspectors endorse these positive views.

A very small number of parents and carers felt that the school does not take account of their suggestions and concerns, does not deal with unacceptable behaviour effectively nor helps them to support their children's learning. Inspectors shared these findings with the school to enable senior leaders to act on them. The inspectors' findings are in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anston Park Junior 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	55	24	40	2	3	1	2
The school keeps my child safe	37	62	23	38	0	0	0	0
The school informs me about my child's progress	25	42	32	53	2	3	1	2
My child is making enough progress at this school	28	47	28	47	4	7	0	0
The teaching is good at this school	30	50	30	50	0	0	0	0
The school helps me to support my child's learning	29	48	27	45	4	7	0	0
The school helps my child to have a healthy lifestyle	30	50	29	48	1	2	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)	28	47	26	43	4	7	1	2
The school meets my child's particular needs	27	45	32	53	0	0	0	0
The school deals effectively with unacceptable behaviour	22	37	33	55	2	3	1	2
The school takes account of my suggestions and concerns	22	37	30	50	4	7	2	3
The school is led and managed effectively	24	40	35	58	0	0	0	0
Overall, I am happy with my child's experience at this school	29	48	29	48	2	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 December 2011

Dear Pupils

### **Inspection of Anston Park Junior School, Sheffield, S25 2QZ**

Thank you for your friendly welcome and for sharing your views of the school by talking to the inspectors and returning the questionnaires. We thoroughly enjoyed our visit. You told us that you go to a good school and we agree with you! Here are some of the positive things about your school.

- Most of you make good progress.
- You enjoy your lessons and behave well.
- You know a lot about staying healthy.
- The curriculum is good with many interesting activities for you to do.
- Teaching is good and your teachers try hard to make lessons enjoyable.
- All staff provide good care so that you are safe and happy in school.
- The leaders of the school know well how to make your school even better.

To ensure that your school becomes even better, we are asking your headteacher, teachers and the governing body of the school to:

- make more lessons outstanding by ensuring that teachers give you enough time to work on your own, check that the work always challenges you and that you have enough time to talk about your learning
- make sure they know everything that needs doing to help you learn even faster and that everything possible is done to make sure you keep safe
- help you understand more about the different cultures who live in Britain today.

Well done everyone! I wish you all the very best and hope you continue to try hard and enjoy your learning.

Yours sincerely

Derek Pattinson  
Lead Inspector

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