

# Anston Brook Primary School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 131954         |
| <b>Local authority</b>         | Rotherham      |
| <b>Inspection number</b>       | 381430         |
| <b>Inspection dates</b>        | 6–7 March 2012 |
| <b>Lead inspector</b>          | Joan McKenna   |

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>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 195  |
| <b>Appropriate authority</b>               | The governing body                                 |
| <b>Chair</b>                               | Martyn Green                                       |
| <b>Headteacher</b>                         | Christine Farmery                                  |
| <b>Date of previous school inspection</b>  | 16 June 2009                                       |
| <b>School address</b>                      | Ryton Road<br>North Anston<br>Sheffield<br>S25 4DN |
| <b>Telephone number</b>                    | 01909 550599                                       |
| <b>Fax number</b>                          | 01909 550519                                       |
| <b>Email address</b>                       | anston-brook.primary@rotherham.gov.uk              |

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## Introduction

### Inspection team

Joan McKenna  
Jennifer Firth

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in nine lessons taught by eight teachers, made some shorter visits to classrooms, looked at pupils' work and observed other activities. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, attendance data, information about the school's monitoring and arrangements for safeguarding. Meetings were held with staff, groups of pupils, the chair and vice-chair of the governing body and a representative of the local authority. Responses to inspection questionnaires returned by pupils, and the 18 returned by parents and carers, were analysed.

## Information about the school

This primary school is smaller than average. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils who are disabled or who have special educational needs is average. The school has gained a range of awards, including most recently, the Basic Skills Quality Mark and Investors in People for the fifth time. In 2011 the school did not meet the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. There have been some staffing changes since the previous inspection involving both leaders and teachers. There is a Children's Centre based in the school that is managed by the governing body. This is subject to separate inspection.

**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

|                                       |          |
|---------------------------------------|----------|
| <b>Overall Effectiveness</b>          | <b>4</b> |
| <b>Achievement of pupils</b>          | <b>4</b> |
| <b>Quality of teaching</b>            | <b>4</b> |
| <b>Behaviour and safety of pupils</b> | <b>2</b> |
| <b>Leadership and management</b>      | <b>4</b> |

## Key Findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

- The school is less effective than it was at its previous inspection and its overall effectiveness is inadequate. It is not satisfactory because there is a declining trend in attainment and pupils' achievement by the end of Year 6 is inadequate. Action being taken to remedy weaknesses in teaching and in leadership and management is not having sufficient or fast enough impact.
- Pupils get off to a good start in the Early Years Foundation Stage but their progress slows as they move through the school. By the time pupils leave at the end of Key Stage 2 they have not made the progress that they are capable of and attainment in English and mathematics is low.
- Some teaching is effective, especially for younger pupils. At Key Stage 2, teaching is not ensuring that pupils learn well enough overall. Work set is not always sufficiently challenging or matched closely to pupils' needs. Pupils do not always receive enough information on how well they are doing or how to improve their work so that they reach challenging targets. Not all aspects of the curriculum in English and mathematics are covered in enough depth, especially at Key Stage 2.
- Pupils feel safe in school and enjoy positive relationships with each other and staff. They are polite and courteous and they behave well in lessons and around the school.
- Monitoring of provision, including teaching, and tracking of pupils' progress are carried out by the headteacher. However, the resulting information is not

analysed and used in a sufficiently strategic and swift manner. There is not enough focus on the impact of action taken to improve pupils' outcomes. Performance management arrangements for staff are in place, and more robust action to deal with shortcomings in teaching is now being taken. The skills of leaders at different levels are generally underdeveloped.

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

- Improve the quality of teaching so that pupils' progress accelerates and attainment rises by ensuring that:
  - the requirements of the national curriculum in English and mathematics are fully implemented so that pupils' knowledge, skills and understanding are comprehensively and progressively developed
  - work is well matched to the needs and prior attainment of all groups of pupils and is appropriately challenging for all
  - marking and feedback are regular and provide clear information for pupils on how well they are doing and how to improve their work so that they make swifter progress and reach their targets.
- Improve the effectiveness of leadership and management by ensuring that:
  - all leaders develop the range of knowledge and skills necessary to play a full role in monitoring the effectiveness of their areas of responsibility and in taking successful action to bring about improvement
  - all information about the effectiveness of the school, including how pupils are progressing, is analysed rigorously in order to identify what actions need to be taken to bring about improvement and which are then swiftly implemented
  - monitoring activities focus on assessing the impact of action taken to improve pupils' outcomes.

## **Main Report**

### **Achievement of pupils**

Achievement is inadequate because rates of progress vary too much across Key Stage 2 and pupils do not make sufficiently consistent gains in their knowledge, understanding and skills overall. As a result, attainment is not high enough. By the end of Year 6, it is too low in mathematics and English, including in reading. There are some signs of improvement this year, especially in mathematics where an external consultant is supporting developments in the subject, but these are not consistent across the key stage.

Variation in the attainment and progress of different groups of pupils stem from inconsistencies and weaknesses in the quality of the provision. For example, some pupils with special educational needs make greater progress than their peers but others make less. Boys tend to have lower attainment than girls overall and by a greater margin than that seen nationally. Pupils who are known to be eligible for free

school meals attain lower standards than those who are not. The school is not successful in narrowing the gaps between these different groups of pupils.

When children enter the Early Years Foundation Stage their skills and abilities vary, but overall are below what is expected for their age. Children make good progress and the attainment of the majority is in line with what is expected by the time they start Year 1. However, a minority of pupils do not have a wide knowledge of books and stories or show interest in reading. These pupils tend to make guesses at unknown words in texts rather than using appropriate strategies to read them correctly.

Children in the Early Years Foundation Stage are happy learners. They show interest and enthusiasm, both when taking part in group activities with adults and when playing independently. Seeing sponges soak up water in the 'rock pool', for example, promoted much enjoyment and helped to develop children's scientific vocabulary. They adapt to school routines well and develop in confidence and independence. Pupils of other ages show positive attitudes towards their learning. They are keen to do well, follow instructions from their teachers and try hard with their work. They enjoy opportunities to be actively involved and cooperate well with their peers when working in pairs or groups.

Pupils say they are enjoying mathematics lessons more than previously because of the recent introduction of a more practical approach. By contrast, some say that they find English 'boring' because they do not have enough opportunities to write creatively. Inspection evidence confirmed that this is the case. Examples of pupils 'practising' punctuation in discrete exercises rather than applying it in their own writing were seen. Learning is better when tasks are matched well to pupils' prior attainment but when it is not pupils learn less well because work is too easy or too difficult. In one mathematics lesson, for example, four different tasks were set to match the range of abilities in the class, which enabled all to progress at an appropriate rate. In contrast, in another lesson, all pupils were given an identical task and those who completed it quickly were left with nothing to do until the rest had finished.

The small number of parents and carers who responded to the inspection questionnaire said that their children are making good progress. Inspection evidence endorses these views for the Early Years Foundation Stage but does not do so overall.

### **Quality of teaching**

The quality of teaching is inadequate overall because it is not strong enough at Key Stage 2 to accelerate the pupils' progress and improve their achievement. A revised format for planning lessons in Years 1 to 6 is sharpening the focus on meeting the range of pupils' needs within classes by prompting teachers to set different work for pupils of different ability. However, there are still times, especially at Key Stage 2, when the range of needs, prior attainment and targets are not taken into account and all pupils are given the same work to do. As a result, learning activities do not provide enough challenge and/or support for pupils of differing ability and starting points. For example, a task to develop pupils' literacy skills was combined with the

need to use information and communication technology (ICT) resources, but was not matched to pupils' different skill levels in either literacy or ICT. Those pupils who were not so skilled or confident made slower progress. Other shortcomings in teaching limit learning, such as unclear explanations or instructions, too slow a pace or insufficient checking of how pupils are progressing during the lesson. The quality of marking is very variable. Some marking is regular, detailed and helpful. In other cases, comments are more limited and do not give pupils enough guidance on how to improve their work. Some work was marked with ticks and there were no comments made for pupils to learn from and so mistakes were replicated in later work. In addition, pupils' targets are not referred to enough in lessons to help guide improvement.

The curriculum in English and mathematics at Key Stage 2 is too narrow. In English, there is an overemphasis on short exercises focusing on technical aspects of writing, with too few opportunities for pupils to write at length for a wide range of purposes and audiences. This restricts both learning and interest. Similarly, number work and calculation have been emphasised at the expense of other aspects of mathematics, including developing pupils' ability to use and apply their mathematical knowledge to solve problems. This is starting to be rectified. Although pupils develop satisfactory reading skills by the end of Key Stage 1, there is not enough emphasis on promoting enjoyment of a wide range of reading.

Teachers promote pupils' social skills through providing opportunities for them to work with their peers. Pupils do as teachers ask, behave well, and respond positively to teachers' words of support and encouragement. Common features of all lessons are the positive relationships between adults and pupils and the supportive climate that adults create within classrooms. The well-maintained building and attractive displays contribute to the pleasant and stimulating environment for learning. In the Early Years Foundation Stage, pupils find the wide range of activities exciting and inviting. Adults use both planned and incidental opportunities to interact with individuals and groups in order to extend their early language and numeracy skills, such as when widening children's vocabulary when describing fish or counting objects that are shiny or dull.

The small number of parents and carers who responded to the inspection questionnaire said their children were well taught. Inspection evidence indicates that this is the case in the Early Years Foundation Stage but not elsewhere.

### **Behaviour and safety of pupils**

Pupils' behaviour in school and in lessons is typically good. Behaviour management arrangements have been revised and have had a positive impact, with pupils saying that behaviour has improved. Pupils know, and follow, the expectations for their conduct, and the rewards for doing so act as an incentive to them. They generally give full attention to their teachers and, even when work is not particularly interesting, they apply themselves to their work with only slight loss of concentration. Pupils' behaviour and attitudes, therefore, do not present any barriers to their learning.

Pupils say that there is no bullying of any type and they feel confident that if there were it would be dealt with quickly. Very few parents and carers indicated any concern about behaviour and all felt that bullying would be well dealt with. Pupils have a good understanding of how to keep safe. They know about the importance of using the internet safely, for example, and of road safety. Pupils are well cared for and their positive relationships with staff are reflected in their relationships with each other. The school goes to great lengths to ensure that the social and emotional needs of individuals, especially those whose circumstances make them vulnerable, are met and this contributes also to pupils feeling secure in school. Attendance is in line with the national average. It has improved in the current year and few pupils are persistently absent. Pupils' good conduct and relationships are evidence of their strong social and moral development.

### **Leadership and management**

The school is not effective in promoting pupils' academic outcomes. Action taken after the fall in Key Stage 2 results in 2010 did not have the required impact and there was a further fall in 2011. More focused action is now being taken, helped by the input of an external consultant. This is showing some early signs of impact, but it is not resulting in the necessary improvements to provision and outcomes in Key Stage 2.

While a considerable amount of monitoring is carried out by the headteacher, it does not result in accurate views of the school's effectiveness because it is not focused enough on evaluating the impact of action taken to improve pupils' outcomes. As a result, there is not a comprehensive understanding of what is working, where changes need to be made or a sense of urgency to drive improvement. Other leaders do not play a part in monitoring teaching or analysing data about pupils' performance. Consequently, the school is not demonstrating the capacity to improve. However, there is a caring and welcoming ethos and staff work positively together with a shared commitment to promoting pupils' well-being. Successful efforts are made to ensure pupils are safe, happy and are progressing well in their personal development.

Members of the governing body, while supportive of the school, recognise the need to provide a greater level of challenge to school leaders to secure improvement. Required safeguarding systems are in place and the building and site are secure. Successful efforts have been made to widen experiences for pupils through a good range of extra-curricular activities, visits and visitors that promote pupils' spiritual, moral, social and cultural development. However, pupils do not display much awareness of diverse faiths and cultures, which was the case at the previous inspection. Weaknesses in the curriculum at Key Stage 2 mean that pupils' literacy and numeracy skills are underdeveloped. While the school believes in providing equality of opportunity, and values all pupils equally, the fact that it is not ensuring that all pupils achieve well enough shows that this is not being achieved. Only a small proportion of parents and carers returned questionnaires outlining their views of the school, but almost all expressed positive views about it.

## 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      | 46  | 46   | 8            | 0          |
| Primary schools      | 8   | 47   | 40           | 5          |
| Secondary schools    | 14  | 38   | 40           | 8          |
| Special schools      | 28  | 48   | 20           | 4          |
| Pupil referral units | 15  | 50   | 29           | 5          |
| All schools          | 11  | 46   | 38           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Behaviour:                 | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| 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. |
| Safety:                    | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**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.**



8 March 2012

Dear Pupils

**Inspection of Anston Brook Primary School, Sheffield, S25 4DN**

Thank you for being so friendly and welcoming when my colleague and I inspected your school, and for showing us your work. We enjoyed talking with you and hearing your views. You are very pleasant, polite children. You get on well with your teachers and each other. You also work hard and behave well. Well done!

Your school has some positive features. It makes sure that you are well looked after so you feel safe. You told us that there are adults who you can approach if you have any problems. Those of you who need some extra support are having this provided to help you benefit from what the school offers. You enjoy your lessons, especially when there are practical tasks, and the other activities provided for you such as opportunities for sport. Most of you attend regularly. Your building and classrooms provide an attractive environment for you to learn in. The children in the Early Years Foundation Stage get off to a good start in school.

Overall, however, we judge that your school is not effective enough and so we have placed it in special measures. This is because it is not ensuring that you all achieve well enough, especially in Key Stage 2. Some teaching is good, but not all is helping you learn well. Sometimes work matches your different needs, but not always. Some of what should be taught in mathematics and English is not being given enough attention. Some marking and feedback gives you helpful information on how to improve your work and reach your targets, but not all does. We have asked the school to improve these areas. We have also asked that all of the school's leaders play a part in checking how effective the school is and how well you are doing, so they can take the right steps to improve it for you quickly. Regular checks will be made on how well they are doing this.

You can all help the leaders and teachers in your school by continuing to work hard, and by responding to guidance they give you. I wish you well for the future.

Yours sincerely

Joan McKenna  
Lead inspector

