

St Ann's Junior and Infant School

St Leonard's Road, Eastwood, Rotherham, South Yorkshire, S65 1PD

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The achievement of pupils who complete most or all of their primary education in the school is good. Many of these pupils make more than expected progress and by the end of Year 6 attain broadly average standards in reading, writing and mathematics from below average starting points.
- Those pupils whose stay at the school is short make good progress in that time because of expert support and good teaching.
- Teaching is well planned to meet the wide range of pupils' needs. Teachers are well supported with expert advice and guidance in teaching pupils who are learning to speak English as an additional language or who have disabilities or special educational needs.
- The school's many teaching assistants bring considerable skill and experience to promoting pupils' learning and progress.
- Pupils behave well and feel safe. They quickly grow fond of school and willingly take on its positive values. Pupils readily keep to the high expectations for good behaviour in lessons and around the school.
- The school is well led and managed. The staff are a well-knit team with a strong commitment to the well-being and learning of all pupils and to the continued improvement of the school. Their promotion of pupils' spiritual, moral, social and cultural development is exemplary.
- The governing body are rigorous in checking that teaching is being improved and is at least good. They keep close watch on pupils' progress and make sure the school aims effectively at all pupils achieving well.

It is not yet an outstanding school because

- A very few teachers lack the high level of expertise needed to ensure that pupils, whatever their needs, learn and make good progress in mathematics. They do not consistently demand that pupils write neatly in English.

Information about this inspection

- Inspectors saw 13 of the 16 teachers teaching in the 19 lessons visited. Senior leaders joined inspectors in observing two lessons.
- Inspectors held discussions with staff, pupils and representatives of governing body and the local authority.
- They scrutinised a wide range of documents held by the school including policies and procedures for safeguarding pupils, data on pupils' attainment and progress, and the school's self-evaluation of its work.
- There were not a sufficient number of responses to Ofsted's online questionnaire (Parent View) to enable inspectors to take account of parents' views.

Inspection team

Alan Lemon, Lead inspector	Additional Inspector
Gillian Hunter	Additional Inspector
Juliet Demster	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school
- The proportion of pupils from minority ethnic heritages is well above average. The proportion of pupils who speak English as an additional language is well above average. Many start school at the earliest stage of learning to speak English.
- The number of pupils who join and leave the school during their primary education is high. In 2012 thirteen pupils joined in Year 6 and fifteen joined in Year 5.
- The proportion of pupils supported through the pupil premium is well above average.
- The proportion of pupils supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The headteacher is absent and, until his return, the school is being led and managed jointly by the two deputy headteachers.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment in English and mathematics.

What does the school need to do to improve further?

- Ensure the good teaching at the school is strengthened further by:
 - developing mathematical subject knowledge so that all teachers are effectively equipped and mathematics is taught consistently well
 - ensuring that every teacher sets high expectations for pupils to take care with writing and presents their work neatly.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well, often from very low starting points. At whatever point pupils enter the school they settle well, quickly gain confidence and begin learning effectively. Immediate, expert assessment of the language needs of pupils who speak English as an additional language leads rapidly to effective support and good progress in their learning to speak and understand English. Academic progress is slow for many of these pupils to start with but as soon as they speak and understand English reasonably well they begin to learn rapidly.
- All pupils get the support they need to learn and make good progress including those who join the school in the middle of their primary education. No pupil is allowed to fall behind and a close and regular check is kept on their progress in reading, writing and mathematics. There is no significant gap in the performance among different groups. This includes pupils supported with the extra money provided through the pupil premium and all those pupils supported through school action, school action plus or with a statement of special needs. Test results and the school's progress information show that the achievement of the many pupils eligible for free school meals matches that of other pupils.
- Many children entering the school in the Nursery and Reception Years do so at a level of development well below that expected. Children enjoy their work and activities. They listen well to stories and join enthusiastically in singing, which helps develop their language and reading skills well. The good emphasis on conversation and developing children's language means they have lots of well-planned opportunities to speak and put their thoughts into words. Over the Early Years Foundation Stage and Key Stage 1 they learn the basic skills of linking letters and sounds, improving their reading and writing and developing an enjoyment of reading. They learn to successfully recognise numbers, to write numerals and count objects.
- While there are some pupils in Years 1 and 2 who are not confident readers, mainly because they are still mastering speaking English, those pupils who speak English better can read fluently and discuss stories in lively fashion. In Key Stage 2 most pupils develop a good level of skill in tackling difficult words and text. Many read regularly with enjoyment, expression and understanding.
- The quality of writing improves well as pupils move through the school. Pupils develop a good capacity for writing stories, descriptions, letters, lists and instructions, making use of their writing skills for a wide variety of purposes in other subjects. The more able pupils write at length and set out their work clearly and neatly. There is some variation in the quality of presentation and neatness of handwriting in some classes where high standards are not expected.
- Most pupils build good number and calculation skills at an early stage. As they move through the school they have good opportunities to solve problems and develop their use of a broad range of mathematical skills. Progress in mathematics is good for many pupils but not as strong as in English. Progress is slower in a very few lessons because subject knowledge about how to teach mathematics well is not strong enough to meet the demands of the range of pupils in the class.

The quality of teaching

is good

- Teaching has improved, and this has had a positive effect on raising the achievement of all groups of pupils. Teachers very often use good strategies to ensure all pupils are purposefully engaged in lessons and are given the opportunities they need to learn and make progress.
- The warm and friendly atmosphere of lessons reassures newly arrived pupils and builds their confidence. Teaching is most often lively and pupils get quickly involved in answering questions and contributing their thoughts and ideas. They enjoy lessons and want to do well. Pupils who speak English well, and who share a home language with those new to English, occasionally translate what the teacher has said so everyone is clear about the work to be done.

- Teachers have a lot of good information on all pupils and they know them well. There are many examples seen across the school of pupils' work being carefully adapted to match their abilities. There are only occasional instances when some pupils are not challenged sufficiently, particularly in mathematics. Teachers' expectations and the pace for learning are mainly good. However, in one or two classes, even though the quality of what pupils write is good, the expectation for pupils to write legibly and present their written work neatly is not evident. Teachers give positive and valuable advice to pupils on how to improve their work through marking their books and speaking to them during lessons.
- A good number of teaching assistants support pupils in lessons and take charge of small groups of pupils who need extra help with language, literacy and numeracy. This very effective, well-trained team makes a significant contribution to pupils' learning and progress, especially for those learning to speak English as an additional language or with disabilities or special educational needs. Several teaching assistants speak many of the pupils' languages. They work closely with teachers on planning support and use considerable skill and initiative to promote learning and manage behaviour.

The behaviour and safety of pupils are good

- Pupils prize the school's calm, orderly atmosphere and the respect for others this creates. They take a dim view of any pupil who would go against this, although this very seldom happens. The school prides itself for its family atmosphere and this is very beneficial to pupils' well-being. Their spiritual, moral, social and cultural development is promoted to an exceptional extent.
- The school fosters good relationships between pupils. The numerous languages and cultures of pupils are celebrated and they learn through their work and activities about each other's customs and beliefs as well as the diverse cultures found in Britain. Whatever their differences or the barriers of language, pupils are friendly and have good regard for each other, confirming the school's highly effective commitment to tackling discrimination.
- Pupils' enjoyment of school and their good attitudes to learning are all the more remarkable for the significant number coming from abroad with very limited experience of school. This reflects how effectively the staff make them feel welcome, valued and provides them with experiences that prepare them well for the future. Staff manage behaviour in lessons and around the school with consistency and effectiveness.
- Pupils feel safe. There is very little bullying and when it happens it is of a very minor nature. Pupils are not concerned that they are being harassed in any way. They learn about all the different forms bullying takes and know when their behaviour or that of others becomes unacceptable. They are confident in bringing any such occurrence to the attention of staff, knowing their concerns will be listened to and that incidents will be dealt with effectively.
- Most pupils attend school regularly but there are pockets of low attendance in some groups of pupils. The school acts robustly in tackling absences, especially through working with parents. There are many incentives for pupils to attend regularly. The work done on attendance is successful and has improved it.

The leadership and management are good

- Good leadership is embedded across the school. The deputy headteachers, who have taken charge in the absence of the headteacher, are ensuring the school continues to be managed well and runs smoothly. They are maintaining the school's good pace of improvement through their rigorous checks on pupils' progress and the quality of teaching. School improvement planning focuses sharply on building upon the many strengths already achieved.
- The improvement of teaching is managed with rigour, and robust action taken to eliminate teaching that is not of at least good quality. Senior leaders set high expectations for teachers'

performance and the success of this accounts for improvement over the past few years in pupils' progress and attainment. Leaders' evaluations have highlighted further improvement in the teaching of mathematics and training and support for teachers is underway.

- Many of the leadership and management roles carried out by staff across the school are well established. These leaders oversee their areas of responsibilities effectively, such as the rigorous application of safeguarding procedures. They are confident in taking decisions and using their initiative. They ensure pupils' work and activities provide a good breadth of relevant, interesting and enjoyable learning opportunities in which all pupils take part.
 - The large fund given to the school through the pupil premium is being spent to good effect on a wide range of initiatives developing staff expertise, more support in classrooms and new resources in information and communication technology, reading books and library. Extra teaching support has gone into several classes, which is improving progress in English and is beginning to do so in mathematics. Checks made by leaders show accelerated progress being made by most of those pupils known to be eligible for free school meals. These initiatives reflect the school's unwavering commitment to providing equality of opportunity.
 - The school stays closely in touch with parents and provides them with good support. Links with the local authority, partnerships with schools and a wide range of consultants have helped leaders develop the range of expertise needed in meeting the diverse needs of pupils. The local authority is reducing its involvement as school leaders have taken full control of driving improvements.
 - **The governance of the school:**
 - Governors are closely involved with the school. They work to the clearly defined aims that all pupils, whatever their needs, are safe, well cared for and helped to learn and make progress. Governors are diligent in ensuring they have all the relevant information to show the school's effectiveness in meeting pupils' needs. Where they see room for improvement they press school leaders and ensure the need for improvement is understood and managed. Governors scrutinise closely the school's management of teaching and its improvement. They keep abreast of the data showing pupils' progress and these are discussed in meetings and during governors' visits to the school. Governors are closely involved in the decisions about spending pupil-premium funds and use their good knowledge of the school's work to ensure the money is being targeted well on the pupils it is designed to help. Governors offer a breadth of insight and experience to the leadership and management of the school and take advantage of available training to support them in their roles.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131415
Local authority	Rotherham
Inspection number	402464

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	438
Appropriate authority	The governing body
Chair	Sue Mallinder
Headteacher	Alan Staton
Date of previous school inspection	16 November 2009
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