

# Anston Park Infant School

Park Avenue, North Anston, Sheffield, S25 4BT

**Inspection dates** 29 April–1 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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.

- From broadly average starting points, pupils make good progress throughout the school.
- Pupils with special educational needs and those known to be eligible for the pupil premium make good progress because they are supported effectively.
- At the end of Year 2, standards in reading, writing and mathematics are above average.
- The teaching of reading is particularly good and hence more pupils attain the higher levels in reading compared with writing and mathematics.
- Teaching overall is good with examples of outstanding practice throughout the school.
- Behaviour is generally good. Pupils are friendly and polite. They form trusting relationships with staff and so feel safe and happy at school. Improved attendance reflects that pupils enjoy school.
- Senior leaders, including the governing body, promote strong team work and ensure that training and support for staff are focused on raising pupils' attainment and progress.
- Parents are very positive about the school and all that it does to help their children make a good start to their education.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to drive progress at an even faster pace and make achievement outstanding.
- Expectations of what pupils do when they work by themselves are not high enough in one or two classes and so not all achieve as much as they could.
- Senior leaders are not doing enough to check that the actions they take to make improvements result in pupils' higher achievement in all subjects.
- Governors do not check closely enough that the information they receive about the school's performance is accurate and reliable.

## Information about this inspection

- The inspectors observed 18 lessons, five of which were observed jointly with the headteacher and the deputy headteacher. In addition, the inspectors made other visits to classes, looked at pupils' work and listened to a number of children read.
- Meetings were held with pupils, the Chair of the Governing Body and two other governors, senior and middle managers and subject leaders. The lead inspector had a telephone conversation with a representative from the local authority.
- Inspectors took account of the 25 responses to the online questionnaire (Parent View), and the school's most recent parent survey. They took account of the views of a few parents spoken to during the inspection and 23 responses from staff that completed Ofsted's staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially how the money from pupil premium is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

## Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- Of the 218 pupils in the school currently, a large number are boys (131).
- Almost all pupils are of White British heritage. Those that are not speak English well.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus is below average. The proportion of pupils with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. (Pupil premium is the additional funding provided by the government for pupils known to be eligible for free school meals, the children of service families and children that are looked after.)
- The proportion of pupils joining the school at times other than the start of the Early Years Foundation Stage (Reception Year) is low.
- There have been a significant number of staff changes since the last inspection.
- The school accommodates a before- and after-school club managed by a private provider.

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

- Tackle the teaching that requires improvement and increase the amount of outstanding teaching so that the rate of pupils' progress speeds up and achievement rises, particularly in writing and mathematics, by ensuring that:
  - the best practice that exists in the school is used to promote high quality teaching throughout
  - teachers have higher expectations of all pupils but particularly the more able
  - teachers use assessment information to match work to the needs of all pupils more effectively
  - pupils have enough time to work by themselves particularly in writing and mathematics so that they extend their skills further
  - teaching assistants are used effectively to support learning in all parts of the lesson.
- Improve leadership, management and governance by:
  - taking action to deal with any teaching that requires improvement
  - implementing rigorous systems to check that teaching is consistently good or better in every class and subject
  - ensuring that all staff with leadership responsibility assess the school's performance accurately and that the actions they take to make improvements are sustained
  - making sure that the governing body monitors school improvements even more effectively and holds senior leaders to account for the impact of their work on pupils' achievement in all classes and all subjects.

## Inspection judgements

### The achievement of pupils is good

- Most children start in the Early Years Foundation Stage with knowledge and skills that are typical for their age. Consistently good or better teaching in a stimulating and well-organised setting helps children make good progress, especially in their language and reading skills. All children are at average levels, and a significant number are at above-average levels, by the time they enter Year 1.
- Pupils' progress is good through Years 1 and 2. Pupils enjoy learning and work hard.
- Teachers identify early any pupils at risk of falling behind and intervene effectively. Occasionally, more-able pupils do not achieve as much as they could because they are not challenged enough.
- Effective support ensures that disabled pupils and those with special educational needs achieve well against their starting points.
- At the end of Year 2, standards in reading, writing and mathematics are above average and a significant number of pupils are working at well-above average levels.
- The teaching of reading is particularly good. Letters and the sounds they make are taught effectively and reading skills are developed well in all classes. Most pupils exceed the levels expected for their age and a significant proportion is working at well-above expected levels.
- Standards in writing and mathematics, while above average are not as high as in reading and fewer pupils attain at the higher levels compared to reading. This is because teachers do not always give pupils sufficient time to extend their writing and problem-solving skills on their own.
- In the current Year 2, the proportion of boys to girls is about three to one. The school's most recent assessment information suggests that more girls are achieving at the higher levels than the boys. The school is aware of this and is taking appropriate action to narrow this gap through more activities and topics that engage boys' interests such as stories about George and the Dragon and Macbeth.
- Pupils supported through the pupil premium (all of whom in this school are known to be eligible for free school meals), make good progress in reading, writing and mathematics. The attainment of pupils known to be eligible for free school meals is similar to that of pupils who are not eligible in the school and for pupils in similar circumstances nationally. Their attainment in English and mathematics is not significantly lower than it should be. The gap between the achievements of these pupils compared with non-free school meals pupils in this school and similar pupils nationally has closed and most of these pupils are working at levels expected for their age and many are above these levels.

### The quality of teaching is good

- Overall teaching is good; some is outstanding. Where teaching is outstanding, teachers' expectations of pupils are very high and lessons are interesting and lively. For example, in an outstanding lesson in a Year 1/2 class, the teacher used excellent strategies to encourage pupils to read about and research topics, such as hibernation, using the computer and non-fiction texts. A group of boys, for example, were captivated by what they discovered and so made outstanding progress.
- Many teachers engage pupils well through discussions that help pupils develop their thinking and ask probing questions to check that pupils understand their learning.
- Most teachers use information about pupils' ability and progress effectively in their planning. Occasionally, when this information is not used well, planning does not challenge all pupils appropriately. In these lessons, pupils of all abilities sit through quite lengthy presentations that are too easy for some and too hard for others and occasionally pupils have too little time to produce enough work to reflect how well they have understood their learning. A few pupils become passive and inattentive, contribute little during question-and-answer sessions, and so

make slower progress.

- Where teaching requires improvement, expectations of what pupils can do are not always high enough, particularly when pupils work by themselves. This is particularly so in activities such as writing and carrying out mathematics investigations where teachers do not always challenge pupils to work quickly and productively. While lower-attaining pupils achieve well because teaching assistants urge them to persevere, the more able are not always stretched enough and do not progress as well as they could.
- While teaching assistants are deployed well in most lessons to support teaching and learning, occasionally they have little to do during teachers' introductions. The one-to-one and small-group support is effective in helping pupils most at risk of falling behind to achieve well.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good. Pupils enjoy learning and try their best. A few reported that, occasionally, the silly behaviour of one or two pupils spoils their learning.
- Pupils are friendly, polite and respectful of others. They show high regard for all staff and these positive relationships encourage pupils to ask for help confidently if they are upset or worried.
- Pupils feel safe and well looked after at school. They have a good understanding of how to keep themselves safe and what to do when problems arise. The school councillors have invited visitors such as 'Air Ambulance Service' to tell children how to stay safe outside school.
- The school takes prompt action to tackle any form of discriminatory behaviour. Pupils have a good understanding of different types of bullying, including name calling and physical threats. They say that there is no bullying at school and that staff sort any problems straight away.
- Opportunities to take responsibilities as school councillors, choosing topics they want to explore, links with schools in Africa and enterprise activities such as 'grow a pound' provide purposeful ways to extend pupils' spiritual, moral, social and cultural development.
- Through learning about other cultures and working with an extensive range of visitors, pupils show respect for the different communities and lifestyles in the world beyond school.
- Pupils' attendance has improved to average levels, reflecting their enjoyment of school.
- Staff are very positive about pupils' behaviour and their eagerness to learn. Pupils enjoy many trips and social events, including visits that extend their experiences of the wider world.
- Parents who contributed their views during the inspection were very positive about the school and pupils' behaviour.

### **The leadership and management are good**

- The school is maintaining pupils' good achievement despite staff changes in the last two years.
- The headteacher promotes strong teamwork and as a result new staff feel well supported. Leaders check that pupils have the help they need to achieve well. Current pupil progress data show that most pupils are making good progress and some are working at well above the levels expected for their age in reading.
- The school improvement plan shows that leaders focus effectively on ensuring that the basic skills of reading, writing and mathematics are taught effectively but their evaluation of the school's performance is over generous. Not enough of the teaching is of sufficiently high quality to raise achievement to outstanding because not all leaders have the skills they need to assess performance accurately and check that the guidance they offer has a positive impact on subsequent teaching.
- The monitoring of teaching, while effective in identifying where teachers need to improve their skills, does not check as effectively that subsequent teaching is stronger. While much of the teaching is good, some requires improvement. This is because teachers do not always make

effective use of the assessments of pupils' achievement to plan their teaching accurately.

- Robust procedures that are linked to salary progression are in place to improve teachers' performance. Where teaching requires improvement, leaders organise specific training and support. While teamwork is generally good, the school is not using the outstanding teaching in the school to influence improvement even more rapidly.
  - The school promotes equality of opportunity well. Individual pupils' progress is reviewed each half term and pupils at risk of falling behind receive the help they need to achieve well.
  - The curriculum links subjects together well through topics and themes that often pupils have requested. Teachers consider the interests of boys and girls effectively so learning is generally lively and engaging. For example, in a lesson in the Reception Year, children eagerly investigated how to tell the time through well-planned activities that made them think about their previous learning. The boys, particularly, responded to the competitive element that urged them to work quickly.
  - Many enrichment activities extend pupils' learning beyond school and promote their spiritual, moral, social and cultural development well. For example, pupils talked enthusiastically about exploring the fire service. Excellent displays depicting the fire of London bring learning alive and enrich pupils' love of literacy, art and history and extend their understanding of the world.
  - The school involves parents in school activities well. Staff organise workshops to encourage parents to support their children's learning and many parents regularly volunteer their help in school.
  - While the local authority provides the school with good opportunities for staff training, its involvement in the school otherwise is light touch.
  - **The governance of the school:**
    - Governors are very committed to the school and its community. Governor training is relevant and up to date, for example, in ensuring that the school meets all safeguarding requirements. Governors check that policies are up to date and that the finances are managed well. For example, they ensure that the pupil premium funding is used to support the pupils for whom it is intended and they know its impact. The governing body has effective arrangements to ensure that pay awards are linked to teachers' performance but are not as rigorous as they should be to check that the procedures to measure teachers' performance are thorough. Governors understand the data regarding the school's performance and pupils' progress but are not checking rigorously that the actions the school takes to make improvements are effective in securing higher achievement in all classes and subjects.
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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

<b>Unique reference number</b>	106905
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	412885

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joanne Savory
<b>Headteacher</b>	Amanda Tyler
<b>Date of previous school inspection</b>	15 May 2007
<b>Telephone number</b>	01909 550011
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