

# Anns Grove Primary School

Anns Road, Sheffield, South Yorkshire

**Inspection dates** 12–13 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' standards in reading and mathematics are not high enough and too few pupils make good progress in mathematics by the end of Key Stage 2.
- Not enough teaching is good or better.
- Teachers expectations of what pupils can achieve are not always high enough. Sometimes work set for pupils is too easy, especially for the most able, and teachers accept work that is poorly presented.
- The marking of pupils' work is not consistently good. Teachers' comments do not always make clear what pupils need to do to improve.
- Pupils' behaviour in some lessons is not good enough. This prevents all pupils from learning well.
- School leaders are yet to fully implement or evaluate plans aimed at raising attainment levels and improving the quality of teaching.
- Most of the middle leaders are new to their posts. Their work has yet to impact on raising levels of achievement across the school.

### The school has the following strengths

- Children's learning gets off to a good start in the Early Years Foundation Stage.
- Pupils' achieve well and make good progress in writing by the time they leave Year 6.
- Pupils enjoy coming to school, attendance levels are improving and are average.
- Pupils are well cared for and say they feel safe in school. Most parents confirm this view.
- The headteacher, governors and newly formed leadership team are determined to improve the school. They have an accurate view of its strengths and weaknesses and are tackling the right priorities.

## Information about this inspection

- The inspectors observed 24 lessons taught by 13 teachers. Two lessons were observed jointly with the school leaders. Inspectors also visited several classrooms with senior leaders to look closely at pupils' work.
- Inspectors talked with pupils and listened to some Key Stage 1 and Key Stage 2 pupils reading.
- Meetings were held with staff, the Chair of the Governing Body and two representatives of the local authority.
- Inspectors looked closely at the school's work, including minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, documents relating to behaviour and safeguarding and the school's data on pupils' progress.
- The inspectors took account of the 33 responses from parents recorded in the online questionnaire (Parent View). Inspectors also had informal conversations with groups of parents at the start of the school day.
- The inspectors took account of the 23 responses to the staff questionnaire provided by Ofsted.

## Inspection team

Mike Hewlett, Lead inspector

Additional Inspector

Tracy Fulthorpe

Additional Inspector

Keith Massett

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils eligible for the pupil premium is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children of service families and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is above the national average as is the proportion of pupils in the school who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- There have been many changes in staffing since the last inspection. Six teachers joined the staff in September 2013 and the current headteacher took up post in November 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school operates a breakfast club for pupils of the school. It is managed by the governing body.

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

- Improve the quality of teaching so that it is at least consistently good or better in order to accelerate pupils' progress, particularly in mathematics, by:
  - increasing teachers' expectations about what pupils can achieve and always setting work that is hard enough for pupils of all abilities, particularly the most able
  - requiring pupils to present neat and tidy work to the best of their abilities
  - eliminating instances of inattention and idle chatter during lessons to ensure that pupils are always fully engaged in learning without interruption
  - making sure that teachers' marking of pupils' work provides pupils with clear guidance on what they need to do to improve and checking that they follow up on teachers' comments.
- Improve the effectiveness of leadership and management and governance of the school by:
  - ensuring that the raising attainment action plans are implemented rapidly and their impact on pupils' achievement is fully evaluated
  - ensuring that the assessment information gathered on pupils' levels of attainment and progress is used more effectively to monitor and accelerate the progress of all groups of pupils
  - developing the role of subject leaders to enable them to make a more effective contribution to school improvement and raising achievement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because some pupils are not making good enough progress across the school, particularly in mathematics, from their starting points. Few of the most able pupils reach the higher levels that they are capable of.
- Most children join the Early Years Foundation Stage with skills and abilities that are well below those expected for their age. Good teaching in the Nursery class enables children to settle well and most make good progress in developing their personal, social and emotional skills. Nevertheless, by the end of the Reception Year, children's skills in literacy and numeracy are still below those typically expected for their age.
- Pupils make steady progress in reading during Key Stage 1. They read regularly and have an improving knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics screening check improved in 2013 but it remained below average.
- By the end of Year 2, pupils' standards in reading, writing and mathematics have remained below average for the last two years. However, pupils are now beginning to make better progress as the quality of teaching is starting to improve. Lesson observations, the work in pupils' books and the school's systems for checking how well pupils are doing, confirm this.
- In 2013, by the end of Key Stage 2, standards in writing were average but below in reading and well below in mathematics. Between Years 3 and 6, the proportion of pupils making better than expected progress is improving in both reading and writing. In mathematics it is much lower because teaching has not been good enough in all classes to ensure that all pupils make consistently good progress.
- Current Year 6 pupils, including pupils who arrived in school speaking English as an additional language, are on track to make better progress and achieve improved standards in reading and writing in 2014. However, the proportion of pupils making better than expected progress in mathematics remains lower.
- In the past, pupils who are known to be eligible for the pupil premium have not achieved as well as other pupils in school. The gap is closing and in national tests in 2013, the standards reached by pupils known to be eligible for free school meals was around a year behind that of other pupils in reading, writing and mathematics. The school's systems for checking pupils' progress show that this gap has closed even further and that the progress of these pupils is similar to that found nationally.
- Overall, disabled pupils and those who have special educational needs receive effective support to improve their speaking, reading, writing and numeracy skills well. Pupils who receive additional support make similar progress and sometimes better progress than their classmates.
- In 2013, most pupils who spoke English as an additional language and those from minority ethnic backgrounds made better progress than their classmates due to the good quality of the additional support they received from school and at home.

### The quality of teaching

### requires improvement

- The quality of teaching is not consistently good or better in all classes; it requires improvement.
- Where learning is too slow, tasks and activities do not enable all pupils to learn well, whatever their ability. This leads to pupils becoming inattentive and losing focus.
- Teachers do not always have high enough expectations of pupils, particularly the most able. Consequently, these pupils sometimes spend too much time on work that is too easy for them to achieve well.
- Pupils' work is marked regularly but they are not always provided with clear and specific written comments on what they need to do to improve. When teachers' comments do tell pupils how to

make their work better, teachers do not always ensure that they are followed up by pupils. This means that chances to take learning even further forward are missed. A few pupils report that marking in mathematics is not as helpful as it is in other subjects.

- Work in pupils' books is not always presented neatly and some teachers accept untidy work too readily. In mathematics, poorly set out work leads to some confusion in pupils' understanding of topics such as place value when, for example, number columns are incorrectly aligned.
- There has been a strong focus placed on improving the quality of teaching since the appointment of the new headteacher. An effective programme of lesson observations supported by additional training for teachers, with a sharper focus on pupils' learning and the sharing of the best practice in the school, have resulted in an improving picture of teaching. This is demonstrated by the progress made by pupils as seen in lessons and in their books.
- Good use of praise and encouragement for pupils is a common feature where pupils learn most effectively. This makes pupils feel valued and eager to contribute. Most lessons are linked well to what the pupils had learnt previously. Instructions are clear and pupils know what they are learning and what they have to do.
- Following the last inspection, the teaching of writing has been a school-wide priority. Teachers are more confident and activities are carefully planned to engage pupils' interests. Pupils told inspectors how much they enjoyed writing. In a combined Year 3 and Year 4 class, pupils discussed one of their favourite books, '*The Iron Man*'. With skilled questioning and guidance from the teacher, the pupils were able to see how connectives made their writing, and that of the author, much more exciting for the reader. Evidence from tests and scrutiny of books shows that teachers have been successful in addressing this area for improvement.
- In the Early Years Foundation Stage, good teaching ensures children are attentive and enjoy their learning. The outdoor area provides children with further opportunities to develop their learning through play. For example, the 'garage area' was a well equipped and attractive resource. Children received good encouragement from adults as they discussed why cars might be working and what they might need to do to 'fix them'.
- Physical education and sports tuition is successfully taught. Recently received primary sports funding has enabled the school to employ a specialist teacher. The benefits are significant: participation in physical activity is increasing and pupils understand the importance of living a healthy lifestyle.
- Teaching assistants are used well in lessons and make a significant contribution to pupils' learning by effectively supporting disabled pupils, those who have special educational needs, pupils who speak English as an additional language and those known to be eligible for pupil premium funding. This supports the school's aims of providing equal opportunities for learning and success for all pupils.

### The behaviour and safety of pupils

### requires improvement

- The behaviour of pupils requires improvement.
- In a few lessons, some pupils' attitudes to learning are not consistently good. Some pupils do not always pay attention, they chatter, and this distracts others and prevents all pupils from focusing on their work. As a result they do not learn well enough.
- All pupils are aware of the sanctions used for poor behaviour in class and these have been tightened up recently. Pupils and parents reported that 'behaviour is improving' with teachers now concentrating on 'those of us who behave and not just the naughty ones'.
- Pupils behave well out of lessons and are very considerate of each other, including in the playground and at lunchtime, demonstrating their strong moral code. They have a clear understanding of the difference between right and wrong and are respectful of each other and adults. The school fosters good relationships well.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and enjoy coming to school. Most parents who completed the Parent View questionnaire confirmed this and said their children were happy in school.

- Pupils say that incidents of bullying, such as name-calling and cyber-bullying, did happen occasionally but were always dealt with well by adults. Pupils report that they know where to turn for help if they need it.
- Pupils feel that the school provides good opportunities for them to develop responsible attitudes. For example, by being a member of the school council or supporting other pupils at lunchtime in the role of playground buddy.
- Through the learning mentor, the school works in a close and effective partnership with parents to address attendance and punctuality issues. As a result, over the last three years, attendance has continued to improve. In 2013, attendance was close to the national average.

## **The leadership and management**

## **requires improvement**

- Leadership and management require improvement because neither pupils' achievement nor teaching is consistently good.
- The new headteacher has only been in post since November 2013 and has not yet been able to fully implement plans for raising attainment. Nevertheless, over a short period and working successfully with other leaders and the governing body, she has identified the right priorities and produced a very accurate and honest self evaluation.
- The leadership team has won the confidence of parents and staff. Parents feel listened to and can see the improvements already made. They appreciate that the headteacher and deputy headteacher routinely meet and greet parents and pupils in the morning.
- Parents say that communications between school and home are good. The school has an informative website and regular opportunities are provided to meet the teachers. Parents are very appreciative of the easy access they have to any teacher or school leader.
- Over time, the system for checking pupils' progress from their starting points has been weak because of inaccurate assessments made in some year groups. Improved systems are now more rigorous and teachers are held to account for the performance of pupils in their classes. However, the routine use of data when planning lessons is still not embedded, resulting in some tasks being set that are too easy, particularly for the most able pupils.
- Some subject leaders are new to their post and are not yet fully engaged in checking and developing teaching. There are clear plans for this to happen.
- Arrangements to check the performance of teachers are in place and a clear link between teachers' performance and pay progression is established. Objectives set for teachers to improve their performance provide clear and measurable targets for pupils' progress.
- The spiritual, moral, social and cultural development of pupils is a strong element of the life of the school. Pupils are taught to have respect for one another and to value each other's feelings. As they find out about other cultures and other religions, pupils develop an understanding and respect for other people's beliefs and cultures.
- The school provides an engaging curriculum which is enriched by trips and events. Pupils were keen to tell visitors just how much they had learned during their recent visit to Castleton. Pupils are given plenty of opportunities to do interesting things and learn new skills thorough the lunchtime and after-school clubs.
- The pre-school breakfast group, which meets each day, is well organised and greatly appreciated by families. Parents say they are made to feel welcome at these sessions, which help to prepare children for the day ahead.
- In dealing with the high levels of staff changes, the school benefited from the local authority's effective support and advice.
- Safeguarding procedures are robust and meet all statutory requirements.

## **■ The governance of the school:**

- The school has an able governing body which is well led and highly committed to the school.

It has provided the school with much needed stability during the recent staff and leadership changes. Governors check teachers' performance and pupils' achievement paying particular attention to the progress made by pupils eligible for pupil premium funding. They are able to point to the improving performance of pupils who fall within this category. Governors ensure that there is a strong link between teachers' performance and pay progression. They regularly check for themselves how well the school is doing. Governors are fully aware of the school's priorities because have helped to identify the correct ones for improvement, but it is too soon for them all to be implemented or their impact fully evaluated. They recruit people to the governing body who can contribute key skills, and encourage further training. School finances are managed efficiently.

## 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>	107086
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	440754

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act

<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>	325
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Jackson
<b>Headteacher</b>	Sam Fearnough
<b>Date of previous school inspection</b>	14 October 2010
<b>Telephone number</b>	0114 2550398
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