

Anston Brook Primary School

Ryton Road, North Anston, Sheffield, South Yorkshire, S25 4DN

Inspection dates

5–6 March 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
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 school that requires improvement. It is not good because

- Leaders have brought about significant improvement since the last inspection. However, this has not had impact on the end of key stage results.
- In 2013, achievement by Year 6 was inadequate in reading and mathematics. Year 4 and Year 5 have not caught up on past underachievement.
- Teaching is not consistently strong in every year group. On occasion, a weakness in planning, or insecurity in subject knowledge limit the impact of teaching on learning. Occasionally, the most able pupils are not sufficiently challenged.
- The few instances of teaching requiring improvement demonstrate aspects where professional development and review have not had sufficient impact.

The school has the following strengths

- Pupils in the current Year 6 and Year 2 are on track for good achievement in reading, writing and mathematics.
- Children develop well in the Early Years Foundation Stage.
- As a result of good teaching, pupils usually learn well and their progress has accelerated.
- Pupils' positive attitudes and good behaviour contribute well to learning. They feel safe and enjoy school.
- The executive headteacher's strategic decisions, firm actions, positive attitude and high ambition have improved teaching and achievement and demonstrate good capacity for further improvement.

Information about this inspection

- Inspectors observed 14 part lessons, including several joint observations with the executive headteacher. In addition, short visits were made to sports and other activities.
- Inspectors met with senior and middle leaders, representatives of the governing body and the local authority.
- Inspectors met with groups of pupils and talked informally with others in lessons and around the school. Inspectors also listened to pupils read.
- A wide range of documents was scrutinised including the school improvement plan, data relating to pupils' attainment and progress, records of behaviour and attendance and monitoring and evaluation records about the quality of teaching.
- Inspectors took account of eight responses from staff to the inspection questionnaire. There were too few responses to Ofsted's on-line questionnaire, Parent View, to be published.

Inspection team

Bernard Campbell, Lead inspector

Her Majesty's Inspector

Rosemary Batty

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Anston Brook is a smaller-than-average-sized primary school.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, those who in the care of the local authority and those children from families in the armed forces) is well above the national average.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus, or with a statement of special educational needs, is above average.
- The proportion of pupils from minority ethnic groups is low.
- In 2013, the school met the government floor standards, which are the minimum expectations for pupils' attainment and progress.
- When the school was previously inspected in March 2012, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. One of Her Majesty's Inspectors subsequently monitored the school on four occasions to check its progress.
- The executive headteacher also leads a neighbouring school, Woodsetts Primary School.

What does the school need to do to improve further?

- Secure consistently good progress in all year groups by:
 - extending teachers' subject knowledge, especially in upper Key Stage 2, so that teaching, including dialogue with pupils, provides more precise analysis and accurate explanations
 - ensuring that standards of planning are consistently high in all classes
 - making sure that tasks more consistently challenge the most able pupils.

Inspection judgements

The achievement of pupils

requires improvement

- In 2013, Year 6 pupils made inadequate progress in reading and mathematics from their starting points at Key Stage 1 and attainment was below average, especially in grammar, spelling and punctuation. As a result of sustained good teaching, the current group of Year 6 pupils is making much better progress and is on track for higher attainment in reading, writing and mathematics and in grammar, spelling and punctuation. In Year 4 and Year 5, pupils have made good progress this year in reading and mathematics but they have not yet made up deficiencies in past underachievement. The progress made by pupils in Year 3 is good.
- In 2013, in Year 1, good teaching resulted in above average results in the screening check of Year 1 pupils' knowledge of letters and sounds. Pupils are on track for similar outcomes in 2014. In the current Year 1, progress is stronger in writing and mathematics than in reading.
- Attainment was average at the end of Key Stage 1 in 2013. Current assessments have been checked with other schools and show that attainment at the end of Key Stage 1 is on track to rise in 2014.
- Children enter the nursery with levels of development well below those typical for their age. In 2013, the proportion that reached a good level of development by the end of the Reception Year was below average. Assessment of children currently in the Reception Year indicates that a higher proportion is on track to reach a good level of development in 2014.
- In 2013, the progress made by Year 6 pupils not eligible for support through the pupil premium was weaker than those eligible. In most year groups, the attainment of pupils eligible for the pupil premium is a little lower than other pupils, but higher than the national averages for this group.
- An effectively managed and well-taught reading programme has accelerated the progress of pupils from nursery to Year 3. Guided reading sessions in Years 4 to 6 include a strong focus on the most able readers which has contributed to good progress in reading at Key Stage 2, this school year.
- Pupils with special educational needs have had their needs identified well. Targeted support and extra help enables them to continue learning, develop their basic skills and improve their rates of progress.

The quality of teaching

is good

- Teaching is good. Work is carefully planned and is focused sharply on new knowledge and skills. Precise objectives enable pupils to understand what they are learning. Teachers communicate high expectations and ensure good standards of presentation in pupils' work.
- Teachers capitalise on their good relationships with their classes to set challenges, engage interest and motivate pupils. Teachers use a good range of techniques to involve pupils actively in learning.
- Pupils of different levels of ability get on quickly with their work, helped by a simple statement in their book which tells them clearly what they need to do to succeed.
- On occasion, expectations set for all pupils are not challenging enough for the most able. In upper Key Stage 2, good opportunities have been created for the most able pupils to work towards Level 6 through small-group teaching and by attending mathematics workshops at a local secondary school.
- Teachers' presentations are enthusiastic and well-structured and include practical demonstrations. These enable pupils to quickly grasp new learning. For example, following the teacher's introduction to writing a balanced calculation in mathematics, a boy exclaimed, 'I get it now!'
- In the Early Years Foundation Stage, children develop their reading skills well with good use of puppets and vocal expression to help them understand and use new vocabulary. Reading and speaking are used well to support the development of independent writing. A balance of adult-

led and child-focused activities promote children's communication skills and their personal, social and emotional development.

- The teaching of letters and sounds is well planned and accurately targeted for different levels. As a result, pupils are eager to extend their knowledge of sounds and letters and to begin writing accurately.
- Pupils are making improved progress in reading at Key Stage 2 because teachers and teaching assistants provide a clear focus in guided reading sessions which they pursue with probing questions. Some resources are used imaginatively, for example, using torches to focus on an aspect of story or text. Computer-based reading programmes are used effectively to enable pupils to work on their own at their own level.
- Teaching assistants confidently take the initiative in the classroom, and provide constructive guidance for pupils, including disabled pupils and those with special educational needs. Teaching assistants lead small-group activities with clear purpose and question pupils effectively.
- Daily marking provides pupils with good direction about what they have achieved and their next steps. They have good opportunities to respond to teachers' marking.
- On occasion, limitations in aspects of subject knowledge result in vague responses to pupils and unclear explanations of particular features of English language, particularly in upper Key Stage 2.
- On occasion, a lack of sharpness in planning and organisation detracts from the quality of pupils' involvement and learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are pleasant, responsive, polite and respectful. Their positive attitudes contribute well to their learning in class. Their daily pledge at the end of assembly 'to reach for the stars' affirms high expectations. Pupils (and staff) enjoyed dressing up for World Book Day and the stimulating assembly fostered a love of reading and set the scene for the day.
- Pupils' behaviour around school is calm and friendly and they are keen to greet and talk to visitors. At lunchtime they enjoy healthy options, behave calmly and enjoy a range of outdoor activities provided by staff.
- Pupils praise the improvements in behaviour and the positive and well-ordered environment for learning brought about by the executive headteacher. Pupils and parents understand and appreciate the system for incentives and sanctions. Pupils are motivated by the rewards they can earn. They value the easy access to, and good support from, the behaviour mentor.
- Pupils on the school council work on school projects. Older pupils take on responsibilities for the quality of school life. For example, some pupils in assembly had the job to observe and record positive or negative behaviour.
- Conduct is generally good. Some bullying and name-calling takes place and there are instances of unacceptable behaviour but incidents are dealt with well. Pupils with challenging behaviour, and other pupils whose circumstances make them vulnerable, are supported and managed well. Well-targeted support matches their needs and makes effective use of links with external agencies. Exclusions are managed appropriately.
- The rate of persistent absence has been reduced. Attendance shows an improvement this school year and is in line with national expectations. Absence is managed effectively.
- The school's work to keep pupils safe and secure is good. Staff training, health and safety procedures and risk assessments are documented well.

The leadership and management are good

- Since the last inspection, the executive headteacher has brought about significant improvement in teaching, achievement and leadership and management. She has a strong presence, a clear vision, and is held in high regard by pupils and staff. She has established a positive culture for learning and communicates high expectations of achievement and behaviour to pupils, staff and parents. The learning environment is calm, well ordered and secure. The executive headteacher

is supported well by the head of school.

- The executive headteacher has been highly strategic in her actions to increase the school's capacity to make and sustain improvement. She has brought the two schools together in a close and fruitful partnership by establishing common plans and timetables for: school improvement, curriculum planning, school visits, professional development and the leadership of subjects.
- Leaders at all levels work and communicate regularly and effectively together. By having common systems and the ability to deploy staff across the two schools, the executive headteacher has minimised any negative impact of staff changes on the quality of teaching or leadership. The partnership is now so well established that governors have agreed that the schools will become a federation. This ensures that Anston Brook has good capacity to make further improvement.
- Rigorous and systematic procedures for managing the performance of staff and pupils drive improvement. The evaluation of teaching is accurate and linked to regular reviews of pupils' progress. Pay progression is linked to pupils meeting their targets. Actions taken to improve the progress of underachieving pupils are well documented and reviewed regularly.
- Lesson observations result in constructive written feedback and specific targets for improving teaching are reviewed termly. Coaching and induction are used well to develop the skills of newer teachers and they have quickly grown in expertise and confidence. Occasional instances of teaching that requires improvement demonstrate aspects where professional development and review have not had sufficient impact.
- Middle leaders are implementing well-focussed action plans to improve their subject area and they play an active role in monitoring learning and outcomes for pupils. Staff are well prepared for changes to the national curriculum and have identified the need to further develop teachers' subject knowledge. Subjects, such as science and art, are well supported by dedicated resource areas in school. Individual staff have the responsibility to use their expertise to teach subjects, such as French and music, across Key Stage 2.
- The Early Years Foundation Stage provides a secure, nurturing and well-planned learning environment which promotes children's development well.
- Primary school sport funding has been used well to provide specialist teaching and to extend the variety of physical activity, such as ballroom dancing. Healthy food choices also promote positive attitudes towards healthy lifestyles.
- The school works well with parents and has ensured that children in the Early Years Foundation Stage settle in quickly and meet the expectations of the school. Parental responses to a recent, small survey showed that most were positive about the school.
- The local authority reduced its support appropriately when they judged that the executive headteacher was successfully driving change. The local authority is helpfully providing temporary support for the leadership of provision for special educational needs to meet a short-term staffing difficulty.
- Safeguarding meets requirements.
- **The governance of the school:**
 - The governing body has a good range of expertise and its leaders are actively involved in supporting and challenging improvements. They know the school well and understand data about the strengths and weaknesses of pupils' progress, including those known to be eligible for support through the pupil premium. Through formal discussion and first-hand experience they have acquired a good understanding of the quality of teaching, how it is improving learning and the impact of performance management. They communicate strong commitment to bringing about further improvement. They have worked well with the governing body of the partner school to secure the arrangements for federation.

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	131954
Local authority	Rotherham
Inspection number	425666

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	170
Appropriate authority	The governing body
Chair	Malcolm Beech
Headteacher	Jane Walker
Date of previous school inspection	6 March 2012
Telephone number	01909 550599
Fax number	01909 550519
Email address	anston-brook.primary@rotherham.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

