

# Ankermoor Primary School

Rene Road, Bolehall, Tamworth, B77 3NW

**Inspection dates** 8–9 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	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.

- The school has improved considerably since the last inspection. The headteacher's strong leadership and clear focus on improving pupils' achievement through high quality teaching have had a significant impact.
- From starting points that are sometimes well below those expected for their age, children make very good progress across Nursery and Reception.
- Pupils continue to make good progress across each key stage. By the end of Year 6 attainment is just below average in English and mathematics but is rising.
- Teaching is now good and some is outstanding. All teachers have high expectations of all pupils, have good subject knowledge and plan lessons that match the needs of the different age groups within the classes.
- Governors now have a good understanding of how the school is performing and use the information available to them to challenge the school to improve further.
- Pupils' behaviour is very good in lessons and they are interested in what they are learning. Pupils' behaviour on the playgrounds is good and they show care and consideration for each other.

### It is not yet an outstanding school because

- In a few lessons, more-able pupils are not set work that is sufficiently challenging to help them reach the higher levels of attainment.
- The quality of handwriting, grammar, sentence construction and spelling are not high enough across the school because teachers do not give enough attention to ensuring that pupils apply these skills in all their writing.
- Not enough teaching is consistently outstanding to allow all pupils to make rapid and sustained progress. Teachers have not had enough opportunities to observe and learn from outstanding teaching in other schools to further improve their teaching.

## Information about this inspection

- The inspector observed 8 lessons, all of them jointly with the headteacher.
- The inspector looked at work in pupils' books and listened to some pupils in Year 1 and 2 read. He met with a group of pupils to gain their views of the school.
- The inspector looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, minutes of the governing body meetings, records of how teaching is managed and the school improvement and self-evaluation plans.
- Meetings were held with the headteacher, other staff, six governors and a representative of the local education authority.
- There were not enough responses to the on-line questionnaire (Parent View) for the responses to be considered. An evaluation was made of the recent parental survey carried out by the school. The inspector also talked to parents at the end of the school day and had telephone conversations with two parents. He also looked at the responses from the 14 staff questionnaires.

## Inspection team

Adam Hewett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than most other primary schools.
- The proportion of pupils supported through the pupil premium is above the national average. This is additional government funding for pupils who are known to be eligible for free school meals, children of service families or those who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is below that in most schools. The very large majority are of White British heritage.
- Pupils are taught in four mixed-ability classes.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion identified for additional support at school action plus or with a statement of special educational needs is above average.
- The headteacher was appointed 15 months ago, after the last inspection.
- The school meets the government's floor standards which set the minimum expectations for attainment and progress.

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

- Increase the proportion of outstanding teaching so that all pupils make rapid and sustained progress by:
  - ensuring that the basic skills of grammar, punctuation, spelling and sentence construction are reinforced in all lessons
  - planning work in all lessons that matches the different abilities of pupils, especially the most able
  - making sure teachers have the opportunity to observe and learn from outstanding teaching in other schools.

## Inspection judgements

### The achievement of pupils is good

- Most children start in the Nursery with skills and knowledge below those that are typical for their age. This varies from year to year due to the small numbers in each year group. Children make good progress across Nursery and Reception due to well planned learning activities, both indoors and outdoors, that match the different ages, abilities and interests within the class. Most children are beginning to write sentences with increasing confidence and accuracy. By the time they move into Year 1, pupils' abilities are at least in line with those expected nationally.
- Pupils continue to make good progress across Key Stage 1. In 2013, pupils' attainment by the end of Year 2 in reading and writing was above that found nationally, whilst mathematics was just below. However too few pupils reached the higher levels of attainment.
- In recent years overall progress across Years 3 to 6 has been below that found nationally and too few pupils have reached the expected levels of attainment. In 2013 pupils' attainment in reading was just below average whilst in writing and mathematics they were well below average. Current accurate and reliable school data and work in books indicate that all pupils in school are now making much better progress and that the gap in attainment is narrowing rapidly. Whilst the progress of more-able pupils is improving, too few are reaching the higher levels of attainment. The tasks that they are set in some lessons are not always sufficiently challenging.
- Pupils across the school are now making much better progress in reading. In the 2013 Year 1 screening check on phonics (linking letters and the sounds they make) the proportion of pupils' attaining the expected standards was slightly below that found nationally. However by the time they reach Year 2 they are increasingly secure in their ability to read unfamiliar words and this is continued across Key Stage 2. There is a very strong focus across the school on helping pupils to learn quickly the skills required and to make reading enjoyable. Pupils are extremely positive about reading and have access to a good range of stimulating books.
- Pupils' progress in writing has improved over the past two years. They are now provided with a wide range of opportunities to write about different subjects. Whilst there is a strong focus on developing pupils' writing skills, teachers do not always set high enough expectations about what is required in spelling, handwriting and sentence construction.
- Disabled pupils and those with special educational needs make good progress due to effective one-to-one or small-group teaching, based on an accurate assessment of their individual needs. Their progress is checked closely and additional support is provided where needed. Evidence gathered during the inspection indicates that these pupils are now making progress that is at least in line with others in school.
- Pupils supported by the pupil premium achieve as well or better than their peers in school in English and mathematics. In Year 6 in 2013 the attainment of eligible pupils was nearly three terms ahead of their classmates in reading, writing and mathematics. Data for eligible pupils currently in school shows that their progress is in line with other pupils in school.

### The quality of teaching is good

- Teaching has improved since the last inspection and is now consistently good in all classes. Teaching is frequently outstanding in Nursery and Reception, leading to the rapid progress that pupils make in this part of the school.

- All teachers now plan activities that are more appropriate to the mixed ages within each class. The headteacher has ensured that teachers are much more accurate in their assessments of pupils' progress and that they use this information to set challenging targets for improvement.
- Opportunities have been created for teachers within the school to work alongside each other to observe teaching. Whilst this has helped them to gain a better understanding of how pupils are progressing, they have not been able to benefit from seeing outstanding teaching in other schools.
- Marking in books has improved and provides pupils with clear guidance on how they are progressing and what they need to do next. Pupils understand the levels that they are working at and are keen to make further progress.
- In some lessons the level of challenge for the most able pupils is not sufficiently high and this slows their progress. As a result, these pupils do not reach the higher levels of attainment of which they are capable.
- Pupils are enthusiastic about their learning. Teachers plan lessons that are interesting and relevant. In a lesson in the Nursery and Reception class children asked sensible questions to find out about the identity of a pirate and were then able to write about the characters. Year 5 and 6 pupils responded very positively in a lesson to questioning from the teacher about multiplication of decimals and were then able to complete challenging problem-solving activities.
- Teachers provide good links through other subjects, including science and geography, for pupils to write for a purpose and this has led to improvements in the content of written work. Parents are encouraged to support their children's reading, including taking photos of them reading in unusual places for display in school.
- Teaching assistants make a valuable contribution to pupils' learning. They work closely with class teachers to teach activities for small groups or individual pupils, and are successful in helping them to develop specific skills. This has been particularly successful with helping disabled pupils and those with special educational needs to make more rapid progress.

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

- The behaviour of pupils is good. They understand and appreciate the school motto of "Learn Together, Achieve Together, Smile-Enjoy the Journey. 'Get on Board'". This is reflected in their positive attitudes to learning and their care and consideration for each other. This has supported the improved progress that they are now making.
- Behaviour both within classrooms and on the playgrounds is good. Pupils play sensibly and understand why rules are in place. Behaviour management by staff is consistent and pupils know what is expected of them and strive hard to behave well. Older pupils are given the opportunity to act as mentors to younger children and they take this role very seriously.
- School leaders keep detailed and accurate records relating to any unacceptable behaviour and there is evidence of how behaviour has improved over time.
- Bullying is extremely rare in school and pupils are confident that when it does occur that it will be dealt with effectively. Pupils have a good knowledge and understanding of different types of bullying. The majority of parents spoken to felt that behaviour within school was good and this is reflected in the recent parent survey carried out by the school.

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. Visits from the local fire service and from police community support officers have helped raise pupils' awareness of how to keep themselves safe. They understand how to use the internet safely and know about the potential dangers that inappropriate use of social media might pose.
- There is a strong focus within school on developing pupils' understanding of what is right and wrong through a set of whole-school values. These values are understood by pupils and are reinforced through assemblies and displays around the school. Pupils respond well to the celebration of achievement in assemblies and take pride in each other's accomplishments.
- Attendance is above average. The school works closely with parents and carers to ensure that pupils attend regularly.

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

- The impact that the headteacher has had upon the work of the school since his appointment in January 2013 has been extremely positive. He has ensured that there has been a strong focus on improving the quality of teaching and this has brought about improvements in progress for all pupils.
- The headteacher has implemented rigorous monitoring and evaluation of all aspects of the school's work. This has led to detailed improvement plans with specific targets and timescales. He is highly visible to parents, who appreciate the changes he has brought about and recognise that he has a very good individual knowledge of each of the pupils in the school.
- Leadership tasks are shared across all members of the teaching staff. Staff have developed their skills in monitoring the areas for which they have responsibility and are now able to use the findings to improve aspects that are less successful.
- The school is developing links with other local schools and these links are being used to further develop the curriculum and to provide shared resources. Pupils' learning in a range of subjects is well planned to meet their needs and is enhanced by a range of visits, including the chance to perform as part of a large choir at the Symphony Hall in Birmingham.
- The school shows a strong commitment to ensuring equality of opportunity for all pupils and this is reflected in the progress that all groups of pupils are now making.
- Pupils' spiritual, moral, social and cultural development is promoted well through links with the local church, through involvement in a nearby old peoples' home and support for charities. Pupils visit the Derby Faith Trail to develop their understanding of different religious beliefs.
- The school is making good use of the additional sports funding by employing sports coaches to extend the range of activities available to pupils both within lessons and at lunchtimes and after school. The coaches are also developing staff skills in teaching games and physical activities. This has resulted in increased pupil involvement in a wider range of sports.
- The school places a strong emphasis on safeguarding all pupils and ensures that all statutory requirements are met.
- The local authority has worked closely with the school and has provided support for staff to

develop their skills in teaching mathematics and English. The authority recognises the improvements that have been brought about by staff in school.

■ **The governance of the school:**

- Following the last inspection, governors recognised the need to develop a greater understanding of how well the school was doing. They have received support and training from the local authority and from leaders within school. They are now much more effective in holding the school to account and in challenging the work of school leaders. They have a clear understanding of the data relating to pupil achievement and the quality of teaching. They ensure that the resources available to the school, including the pupil premium, are used to best effect to increase progress for all pupils. They ensure that teachers are suitably rewarded for the quality of their teaching and performance and its impact on pupils' achievement.

## 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>	124160
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	442596

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Allison Finchman
<b>Headteacher</b>	Richard Burns
<b>Date of previous school inspection</b>	24 October 2012
<b>Telephone number</b>	01827 475730
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