

Anston Brook Primary School

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

Inspection dates

13–14 April 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The outstanding leadership of the headteacher and deputy headteacher, together with effective governance, has ensured Anston Brook continues to go from strength to strength. The school provides a happy, calm, secure and vibrant environment where pupils can thrive.
- A strong and energetic staff team has been created. Parent and community volunteers make a valuable contribution to the life of the school. All of the adults are determined to provide the very best for the pupils.
- The quality of teaching is good and some is outstanding. Assessment is rigorous and frequent.
- Outcomes for pupils are improving strongly, particularly in spelling and grammar.
- Taking account of their individual starting points, the proportion of pupils making faster than expected rates of progress in their learning is rising throughout the school.
- Pastoral care and support are real strengths. The school's work to keep pupils safe and promote their well-being is outstanding. This helps pupils feel very safe from the start and fosters excellent relationships. Respect and tolerance for one another are high.
- Almost all pupils display excellent attitudes to learning and want to do their very best. Pupils say that behaviour is really good almost all of the time and bullying of any kind is rare.
- Leaders place a high priority on developing pupils' cultural awareness. Carefully chosen topics and a wide range of special events, visitors and activities make a strong contribution to the pupils' understanding of what it is to be British.
- The early years provision is outstanding. Children make rapid progress and are helped to develop their curiosity, independence and resilience extremely well.

It is not yet an outstanding school because

- Pupils' attainment and progress in writing is not high enough when compared to their reading and mathematics.
- Some pupils struggle with their handwriting and work in books is not always well presented.
- Some pupils could do even better, particularly boys in some year groups.

Full report

What does the school need to do to improve further?

- Raise outcomes for pupils further by ensuring that:
 - the attainment and progress of all pupils, and boys in particular, continues to rise in all subjects, and especially in writing
 - pupils' confidence improves in writing up what they know and are learning about
 - there are more opportunities for pupils to practise handwriting
 - a consistent approach to the development of pupils' handwriting is embedded throughout the school
 - expectations and standards for the presentation of pupils' work are high.

Inspection judgements

Effectiveness of leadership and management

is outstanding

- The headteacher and deputy headteacher provide a crystal clear sense of direction and purpose. They are ambitious for the school, set high expectations and have had a massive impact on the daily lives of pupils and staff. The areas identified as being in need of improvement at the last inspection have been dealt with rigorously.
- Innovation, creativity and the many new resources and improvements made to the school have resulted in learning environments that are rich in their support for pupils' learning, personal development and well-being.
- The leadership and management of the early years provision is outstanding.
- Leaders focus relentlessly on improving the quality of teaching and learning. Clear direction, and the well-considered development of straightforward assessment and planning systems, means that teachers and support staff are tracking and assessing pupils' progress very carefully on a weekly and a daily basis.
- Leaders make regular observations of teaching and learning and rapidly identify where improvements are needed so that they can provide focused development and support where required. As a result, the quality of teaching continues to improve and those members of staff who are newly or recently qualified receive good-quality coaching and mentoring.
- Regular meetings are held between leaders, class teachers and support staff. At these meetings, the progress of each individual pupil is discussed and reviewed alongside the assessment information. This enables staff to quickly make or adapt plans to address any potential underachievement.
- Well-targeted professional development is helping the school meet its improvement goals. As a result, teachers have deepened their subject knowledge and the quality of their teaching. The role of middle leaders has also strengthened. Staff enjoy their increased responsibility and accountability and feel they are making a valued contribution to school improvement.
- Performance management is effective. Teachers know that salary decisions are made in the light of the progress of pupils in their classes and their overall performance.
- There is a consistent approach to the implementation of whole-school strategies; for instance, behaviour management and how pupils' work is marked and corrected follow the school's policy. As a result, staff and pupils are clear about what is expected of them.
- All of the staff have an unwavering commitment to ensuring equality of opportunity for all of the pupils. The leadership and delivery of special educational needs provision, learning and pastoral support are impressive. Systems and support programmes have been thoroughly overhauled. The support provided is monitored closely each week to ensure it is proving effective in helping pupils learn as well as they can.
- Leaders ensure that pupils receive a broad and balanced curriculum. The school places a high priority on developing the pupils' understanding of themselves and an awareness of their responsibilities as global citizens. The curriculum is enhanced by a wide range of visitors and out-of-school activities and visits.
- The pupil premium funding is used very well to meet pupils' individual needs. Funding provides well-targeted small-group and individual activities to develop disadvantaged pupils' and others' skills in reading, speaking, writing and mathematics.
- The physical education and sport premium funding is well spent, for example on specialist coaching and partnership sports activities with other schools and inspirational visits such as that from an Olympic athlete.
- Highly effective use is made of the opportunities that the formal federation with Woodsetts Primary School has created. Senior and middle leaders work across both schools and draw astutely on the wider pool of staff expertise available across the two schools to share and develop best practice.
- The school participates fully in the Dinnington partnership of schools and makes a strong contribution to the sharing and development of best practice in Rotherham schools and further afield. Leaders also make good use of information technology to share and develop expertise more widely.
- The local authority has full confidence in the school to sustain and build further on the significant gains already made. The school actively seeks external evaluation and moderation of its work.
- School leaders have had to work very hard to develop positive relationships with parents and the local community after the school's earlier period of decline. Curriculum evenings, participation in 'green pen time' in the early years, celebration assemblies, trips for parents and their children as well as 'Friday afternoon tea' are beginning to bear fruit.

- Staff responses to the inspection questionnaire about the school, its leadership and pupil behaviour were entirely positive.
- **The governance of the school**
 - The structure and membership of the governing body have changed significantly since the previous inspection. Following the formal federation of Anston Brook and Woodsetts in March 2014, there were some differences of opinion among parents and governors at both schools regarding the establishment of a joint governing body. These differences took considerable time and effort on the part of the senior leaders and governors to resolve.
 - The new governing body was formally established in November 2015. A skills audit has been undertaken and new governors appointed. The school benefits greatly from the knowledge, skills and expertise the governors now bring.
 - The governors are an effective force in providing support and challenge to the school. Governors visit the school regularly and check the impact of the work of middle and senior leaders. They are kept well informed and are knowledgeable about the school's work to reward good teaching and tackle underperformance
- The arrangements for safeguarding are effective. Governors, in conjunction with the senior leaders, ensure that all statutory requirements are in place. Staff have undertaken appropriate safeguarding training. Effective systems and the excellent relationships and trust that are established between staff and pupils promote a safe culture in school. The school works extremely well with outside agencies and is proactive in seeking support for vulnerable children and families. Records of assessment and contact with parents and other agencies are meticulously documented.

Quality of teaching, learning and assessment

is good

- Teachers are particularly skilled at planning subjects such as history, geography and science so that activities and topics incorporate opportunities for pupils to write at length and to develop their English and mathematics skills. Teachers also take account of the pupils' interests.
- Almost all lessons are lively and enjoyable and almost all pupils participate enthusiastically. Lessons are carefully planned so that pupils can work towards different outcomes according to their previous learning. Resources are generally pitched at the right level of challenge. Pupils in all year groups are now making much better progress as a result.
- Those pupils who spoke with the inspector were very clear that the school has improved. They feel that their current work is challenging and stretching them more than previously. Mathematics is taught well. Pupils say that they particularly enjoy solving real-life mathematics problems, for example by using recycling data to do calculations, and reading about and playing the role of the characters they are learning about.
- 'WAGOLLS' (what a good one looks like) for key pieces of work are pegged out on a line in each classroom. These provide good models of the standard of work required and the progress pupils can make in their writing and mathematics, for example.
- The skilful teaching of phonics (letters and the sounds that they make) in the early years and Year 1 enables pupils to make good progress in acquiring basic skills in reading and writing.
- Pupils enjoy reading. Staff use daily reading sessions well to listen to pupils read and to discuss their learning with them. This is helping to promote pupils' understanding of different texts and their reading and comprehension skills are developing strongly.
- A key feature of teaching at the school is the extent to which teachers observe the pace at which pupils are learning. Teachers quickly identify when a concept has not been grasped, or where pupils are beginning to fall behind or are making faster progress than anticipated. This information is used to modify learning activities, plan additional support or to alter pupils' work groups to provide more challenge.
- The school knows each pupil well as an individual. This ensures that support programmes for those pupils with special education needs or disability are strong and effective. Their specific needs are addressed extremely well and consequently they make as fast rates of progress as their classmates do.
- Well-trained teaching assistants lead good-quality support for individuals and groups of pupils. Teachers deploy them and the many parent and community volunteers effectively and monitor the impact of the support routinely.
- The marking and feedback provided to pupils is of a high standard. Pupils make continuous improvements

to their work as a result. Pupils fully understand the school system. In line with the school policy, pupils are given time to read and respond to any feedback given, and this helps them in their next steps.

- Homework is increasingly being used to provide opportunities to practise skills and extend pupils' learning further.
- English is taught well. A wide range of opportunities for pupils to apply and develop their writing skills are embedded across the full range of subjects. A strong focus on the development of English grammar, punctuation and spelling is resulting in the significant improvements currently seen throughout the school.
- Almost all pupils are confident speakers, eager to answer and ask questions and to demonstrate their knowledge and understanding. For instance, in a Year 3 class, pupils thoroughly enjoyed asking the pupil dressed as William Shakespeare thoughtful questions about his life and the times in which he lived.
- Many pupils are not as confident when it comes to translating their learning and ideas into writing. Pupils' handwriting and the standard of presentation of written work in their books was often weak as a consequence.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The ethos of the school is very positive. There is a great sense of warmth and community. Pupils are proud of their achievements and their school.
- Stimulating and thought-provoking displays throughout the school convey consistent messages about the values of the school and wider society. The achievements of pupils are also recognised, as are the contributions of those pupils who have taken up school responsibilities.
- Pupils are being effectively helped to develop their understanding of different cultures and faiths in modern Britain through their topic work, assemblies and visits. For example, pupils have recently met with the Mayoress of the local council, enjoyed visiting a mosque in Rotherham, and museums and exhibitions in Bradford and Birmingham. These visits often include parents and are conducted jointly with pupils and parents from the federated school. This helps them to meet other families and pupils of their age as well as helping them to develop their understanding of life elsewhere in Britain.
- Pupils are happy and safe. They understand how to stay healthy and have a good understanding of how to stay safe in a range of situations. Pupils are effectively helped to understand the potential risks of using the internet and social media, as well as the benefits.
- Pupils know about the different forms of bullying. Although pupils report that bullying is very rare, they know that if they witness or experience it, staff will deal with it promptly.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves exceptionally well in lessons and around the school. They are extremely courteous and helpful. They readily strike up conversations with visitors and hold doors open for adults and other pupils in school, for example.
- Attitudes to learning are extremely positive. This is evident in the pupils' eagerness to participate in learning and contribute to lessons. In all of the classroom observations, pupils were fully engrossed in their learning and in achieving their learning objectives.
- Pupils are enthusiastic about the 'new day' policy for behaviour and rewards. Those pupils who shared their views with the inspector said that they think it is fair and teachers use it very fairly.
- Punctuality to school and to lessons is good.
- Attendance is broadly average. Leaders have been successful in improving attendance and reducing the number of pupils who were persistently absent over the last two years. However, a few children are still reluctant to attend school on a regular basis despite the decisive actions taken to address this. The absence of this small number of children continues to have a negative impact on the school's overall attendance rates.

Outcomes for pupils

are good

- The rates of progress made by pupils have improved. The majority of current pupils are making good progress relative to their different starting points, although in Years 1, 3 and 5 boys are making less progress than the girls. Achievement is improving throughout the school as a result of strong leadership, teachers' higher expectations, more rigorous assessment and better teaching. External moderation and inspection evidence indicates that the school's assessments and predictions are accurate.
- Children's attainment in the early years has risen significantly over the past three years. By the end of Reception in 2015, a much higher than average proportion of children reached a good level of development. Children achieved well in their literacy and numeracy. This ensured that the children were well prepared for their next steps in learning and entered Year 1 as confident learners. The children currently in Reception are making good gains in reading, writing and mathematics because of effective teaching that is focused on their assessed needs.
- Over the past three years, the proportion of Year 1 pupils meeting the required threshold in phonics has improved significantly. At the end of 2015, the proportion of pupils meeting the standard was well above the national average.
- Attainment at the end of key stage 1 has improved over the past three years. At the end of key stage 1 in 2015, attainment was much better than in previous years and was broadly average. Pupils' attainment at the expected level was higher in reading and mathematics than it was in writing. In reading, the proportion of pupils attaining at the higher level 3 was above the national average. Inspection evidence shows that current pupils are making good progress.
- In 2015, pupils' achievement at the end of key stage 2 declined compared to the previous year. Although pupils' attainment was broadly average in reading, writing and mathematics, Year 6 pupils did not make enough progress in reading and mathematics taking account of their starting points. This was a result of a legacy of weak teaching for this group. Despite improvements in the quality of teaching during their last year, there was not enough time for all of them to catch up. The current Year 6 are in a better position to meet the more demanding requirements of the 2016 end of key stage tests.
- Pupils with special education needs or disability progress well because teaching is modified to meet the needs of each individual and highly effective support is provided.
- As a result of the effective use of the pupil premium funding, disadvantaged pupils make as much, and often better, progress from their starting points as their classmates including in English and mathematics. As a result, there are no significant gaps between those who are disadvantaged and their classmates in most year groups.
- The attainment and progress of the most-able pupils is steadily improving throughout the school. This is because teachers now provide them with more work that is planned to stretch their thinking and provide opportunities to tackle more complex concepts and problems.
- Throughout the school pupils are better prepared for the next stage of their education. Pupils' excellent attitudes to learning also stand them in good stead for their next steps. All of the pupils are used to working hard and reflecting on their progress.

Early years provision

is outstanding

- The early years provision has improved significantly since the previous inspection. Indoor and outdoor learning activities are vibrant and stimulating, providing children with a wealth of opportunities to get their learning off to a good start.
- Children's starting points when they enter the early years are generally well below those typical for their age in most areas of learning. They make outstanding progress relative to their individual starting points.
- Children are encouraged to develop independence from the minute they step through the door, by identifying and posting their name card in the attendance box as soon as they arrive, for instance. Daily routines are well established. This helps children feel secure and settles them into their learning and play quickly.
- Leadership of the early years provision is very strong. It is characterised by a thorough knowledge and understanding of how children develop and a flexible approach to the curriculum. This enables specific development needs to be identified quickly. Accurate assessment systems underpin this approach, and are used extremely well to plan imaginative activities and tailor next steps to help children develop socially and academically.

- The quality of teaching is typically outstanding. Teamwork is strong. Teachers and support staff know the children very well and excellent attention is given to the children's care, safety and well-being.
- There are exciting opportunities for children to develop their understanding of number and begin to develop their writing skills. There are equally strong opportunities available for children to be inquisitive and develop their imagination, creativity and physical skills, and to play and learn together.
- Children clearly love their time in the early years. They listen carefully, follow instructions and focus hard on their tasks. They raise their hand to answer and ask questions and are developing good attitudes to learning.
- Children behave extremely well. They are kind and help one another, take turns and cooperate.
- Effective induction arrangements include home visits. Staff work hard to foster good partnerships with parents and to encourage them to contribute to their children's learning. Parents are warmly welcomed into the early years setting. For example, 10 minutes are set aside at the start of each session so that parents and carers can work with their children at the activities that have already been set out. At the start of the second day of this inspection around 20 parents and carers, including grandparents, were observed working alongside their children; checking and praising work from the previous day and starting that day's numeracy tasks with them.

School details

Unique reference number	131954
Local authority	Rotherham
Inspection number	10012010

This inspection 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	148
Appropriate authority	The governing body
Chair	Simon Tweed
Headteacher	Jane Walker
Telephone number	01909 550 599
Website	www.anstonbrook.co.uk
Email address	anston-brook.primary@rotherham.gov.uk
Date of previous inspection	5–6 March 2014

Information about this school

- Anston Brook is a smaller-than-average-sized primary school.
- In March 2014 the school formally federated with Woodsetts Primary School, which is located in a nearby village. An executive headteacher and an executive deputy headteacher lead both schools. Middle leaders and other staff also work across both schools.
- A new chair of governors and governing body were appointed for the federation in November 2015.
- There have been several changes in staffing since the previous inspection in March 2014, including a reduction in the number of support staff.
- Pupils attend the Nursery on a part-time basis and the Reception Year on a full-time basis.
- The proportion of disadvantaged pupils supported by pupil premium funding is broadly average.
- The proportion of pupils from minority ethnic backgrounds is well below average.
- The proportion of pupils who have special educational needs or disability is below average.
- In 2015 the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress.

Information about this inspection

- The inspector visited all classes twice and undertook joint observations of the quality of teaching and learning with the headteacher and deputy headteacher. Small groups of pupils working with support staff and volunteers were also observed. Pupils' books and work on display were reviewed.
- The inspector listened to pupils read and talked to them in lessons and at breaktimes about their learning and their experiences at school.
- Meetings were held with middle leaders, members of the governing body and a group of pupils. The inspector also talked with a representative from the local authority.
- The headteacher, deputy headteacher and inspector met frequently throughout the inspection to discuss all aspects of the school's work and information about the pupils' current progress.
- The inspector reviewed documents, policies and records relating to the work of the governing body, leaders' plans for developing the school and records of the checks made on the quality of teaching and pupils' work, and information on safeguarding.
- Twelve responses to Ofsted's online staff survey were considered. There were too few returns to Ofsted's online questionnaire, Parent View, to consider. The inspector had brief discussions with a few parents in the early years at they settled their children in at the start of the day.

Inspection team

Wendy Ripley, lead inspector

Ofsted Inspector

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