

Amington Heath Primary School and Nursery

Quince, Amington, Tamworth, Staffordshire B77 4EN

Inspection dates

27–28 November 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher has high expectations and a clear vision for the school. Since her appointment in September 2017, there have been significant improvements in the quality of teaching and in pupils' outcomes.
- The leadership team is extremely effective. Leaders are proactive, knowledgeable and work cohesively together. They have an excellent understanding of their areas of responsibility and use it to bring about positive change.
- A noticeable strength of the school's ethos is the quality of the relationships. Leaders and staff get to know pupils' individual needs and provide a high level of care. As a result, pupils are happy and well behaved.
- Leaders' systems for improving teaching and checking pupils' progress are exemplary. Teachers receive excellent feedback on how to develop their practice.
- Outcomes are good across the school. By the end of Year 6 in 2018, the proportion of pupils who had attained the expected standard in reading, writing and mathematics was above the national average.
- Governors are astute and passionate about getting the best for the school community. Members of the governing body have a broad range of skills and provide highly effective challenge to leaders.
- The level of challenge for the most able pupils has improved but is not consistently strong.
- In recent years, several new and successful teaching initiatives have been introduced. Some of these strategies are not fully embedded across every classroom.
- Pupils with special educational needs and/or disabilities (SEND), and those who have emotional and social barriers, receive superb additional support. This helps them to access learning and make good progress.
- The teaching of reading has had an excellent focus. Pupils read widely and often, and have a growing appreciation of their favourite authors. Pupils' reading fluency and comprehension skills are developing well.
- Leaders have worked closely with staff to deliver an excellent curriculum. Pupils enjoy their exciting 'mini-adventures'. Their knowledge and understanding develop well across a range of subjects.
- The quality of teaching and leadership in early years is good. Staff are attentive and probe children's understanding effectively. Sometimes activities in early years do not provide a consistent level of challenge.
- Pupils' personal development is exceptionally well catered for. Wide-ranging enrichment opportunities enable pupils to thrive.

Full report

What does the school need to do to improve further?

- Further develop the quality of teaching and learning, by:
 - making sure that the most able pupils receive a consistent level of challenge
 - ensuring that new strategies introduced to improve teaching are embedded across every classroom in the school.
- Enhance the quality of provision in early years, by:
 - developing the outdoor area, so that children are stimulated and challenged across the different areas of learning
 - making sure that activities in Reception provide a consistent level of challenge.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders have created a culture of high expectations and ambition for the pupils in their care. Since she was appointed in September 2017, the headteacher has not wasted a moment. Together with the deputy headteacher, she has quickly appraised the school's weaknesses and galvanised staff to bring about rapid improvement. Other leaders in the school are extremely effective. The leadership team has a clear vision and its members work seamlessly together.
- Leaders and governors use their deep understanding of the school community to bring about effective change. Actions happen quickly and are communicated well. Leaders have an eye for detail. The school development plan and subject leaders' action plans have clear timescales and measurable success criteria. This sharp and reflective focus has led to a swift improvement in the quality of leadership, teaching, outcomes and behaviour.
- A sense of teamwork pervades the school. Pupils, parents and carers, staff and governors are a united team and are proud of their school. Parents who spoke to the lead inspector, and those who completed Ofsted's online survey, Parent View, were unanimous in their positive views of the school. Parents and staff feel well supported by leaders and are pleased with recent changes in the school.
- Checks carried out on the quality of teaching are systematic and effective. Leaders work closely with staff to evaluate where teaching can be improved. Feedback to staff is precise and helpful. Support for newly qualified teachers is effective. As result, teaching has improved considerably since the previous inspection.
- Leaders ensure that pupils' progress is monitored on a regular basis. Staff are given good opportunities to discuss how well pupils are doing and to check that their assessments are accurate. This assessment information is used well by leaders and staff. Pupils who are not making the progress that they should are provided with successful additional support.
- A strong characteristic of the school's effectiveness is the quality of the curriculum. Leaders have a clear vision for it. Each half-term, pupils start a new 'mini-adventure', where they immerse themselves in a new topic. Each mini-adventure has a high-quality text aligned to it and trips are organised to help deepen pupils' understanding. Pupils comments about the curriculum included, 'It helps us to make memories and captures our attention.' Teachers make the learning practical and enjoyable. In key stage 2, pupils were excited by their topic on Ancient Egypt, where they learned about mummification, and in a practical science lesson about the digestive system. Pupils' knowledge and understanding are developing well across a range of subjects.
- The leadership of special educational needs is exemplary. The inclusion manager has an excellent understanding of pupils' needs. She works very closely with parents and external agencies. Several parents commented on the quality of support that their child receives. Pupils with SEND are well provided for in class and through additional support.
- Leaders plan the spending of the pupil premium grant very carefully. Some of the

funding has been used to contribute to the role of the family support worker. This work is proving very successful. There has been clear improvement in the attendance and behaviour of disadvantaged pupils. Additional interventions are also helping to boost disadvantaged pupils' progress. For example, there is effective small-group teaching in phonics, and for speech and language.

- Pupils' spiritual, moral, social and cultural development is very well considered by leaders. The curriculum plays an important role in this development. For example, pupils' learning in personal, social and health (PSH) education, and in religious education, is carefully mapped out across each year group. Pupils have a good understanding of different cultures and have mature views about how people should be treated equally, regardless of their background.

Governance of the school

- The governing body is well led. Governors have a broad range of skills and are determined to get the very best for the school community. They have been instrumental in improving important parts of the school. For example, the Nursery provision was started by the governing body and provides education for children from two years old. Governors recognised the value of starting children's educational experience as early as possible.
- Members of the governing body provide excellent challenge and support to leaders on all aspects of school improvement. They carry out regular visits to school to check that actions from the school improvement plan are happening in practice. They probe attainment and progress information during meetings. As a result, they have a strong understanding of the strength and weaknesses in the school.
- Governors have a clear understanding of their safeguarding responsibilities and carry out checks to make sure that leaders are following protocols outlined in the school's safeguarding policy.

Safeguarding

- The arrangements for safeguarding are effective.
- The level of care and consideration for pupils' safety is superb. The designated safeguarding leads have well-organised systems in place to ensure that concerns are recorded and followed up rigorously. If leaders feel that the responses from external agencies are not good enough, they escalate their concerns to a higher authority.
- Training for staff is regular and useful. They have an excellent understanding of their responsibilities and report concerns in a timely way. Staff are clear about statutory guidance on aspects such as peer-on-peer abuse and the 'Prevent' duty. Leaders carry out regular checks to make sure that staff understand changes in the school's safeguarding policy.
- The family support worker provides positive early help to parents. This support is having an excellent impact and provides an additional layer of care and safety to pupils at the school. Parents also receive a newsletter with tips on how to keep their children safe during the holiday and some of dangers associated with the internet.

- The strong safeguarding culture in the school is reflected well in pupils' understanding of how to keep themselves safe. Safety is taught well in the curriculum and through assemblies. For example, the police were in school recently to talk to pupils about the dangers of the internet. Pupils talk knowledgeably about different risks. The older pupils who spoke with me during the inspection have a clear understanding of the meaning of grooming and how to stay alert to such dangers.

Quality of teaching, learning and assessment

Good

- Teachers take the time to get to know pupils as individuals and successfully match work to meet their needs. Consistent strategies enable pupils to be clear about how to be successful learners. Teachers use accurate subject knowledge and demonstrate to pupils how to carry out certain tasks with key points for them to remember. Little time is wasted in lessons and pupils progress well.
- The quality of questioning is a strong characteristic of the effective teaching. Teachers and teaching assistants ask a good range of questions to deepen pupils' understanding. Some teachers use this very skilfully during lessons to clarify misconceptions or to provide further challenge.
- A greater emphasis has been placed on challenging the most able pupils in lessons. This is starting to prove successful in some classes. Where this is the case, this group of pupils are stretched to apply their knowledge and skills to more complex situations. However, there is still work to do to ensure that the most able pupils receive a consistent level of challenge on their journey through school.
- The teaching of reading has had a successful focus. Pupils enjoy reading their class text and carrying out different activities to check their understanding. For example, during the inspection, in Years 2 and 3, pupils were reading 'The Hodgeheg' by Dick King-Smith. They followed up their reading by answering inference questions and using clues from the text to help them. Pupils enjoy reading and their fluency is developing well. Several pupils commented on their favourite authors, such as Roald Dahl and Michael Morpurgo.
- Pupils' confidence in mathematics has improved significantly. Teachers use good subject knowledge to help ensure that pupils know how to calculate accurately and efficiently. Pupils regularly apply their mathematical understanding through problem solving. In the strongest mathematics teaching in the school, teachers ask questions that stretch pupils to explain and reason in their mathematical thinking.
- Teachers have a very positive view of the way teaching has been developed in the school. Several commented that they appreciate the consistent whole-school strategies that have been introduced and how they are still given the autonomy to make decisions about the way that they plan their lessons. Some of the strategies put in place to improve teaching are new and have not yet had time to embed consistently across every class in the school.
- Pupils' knowledge and understanding develop well across a range of subjects. Pupils enjoy learning about history and science through their 'mini-adventures' curriculum. For example, pupils can describe with specific detail the process of Ancient Egyptian mummification from their history lessons and digestion in science.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders and staff place a strong emphasis on pupils' well-being. Staff take the time to get to know pupils' individual needs and develop highly positive relationships with them. Pupils love coming to school because they are happy and safe.
- Pupils' attitudes to learning and school life are extremely positive and mature. Pupils are responding very well to the curriculum approach. They enjoy the learning, and concentrate well and work hard.
- Pupils who have emotional and social needs receive outstanding support. Staff are quick to identify these pupils and put in place additional support, such as nurture provision or therapeutic play. These approaches are having an excellent impact on pupils' emotional well-being.
- Safety is taught very well in the curriculum and through assemblies. Visitors come into school to give pupils a deeper understanding of risks that they may come across. Pupils are clear about how to stay safe on, for instance, Guy Fawkes Night and the important aspects to consider with road safety.
- A wide range of enrichment opportunities contributes well to pupils' personal development. Pupils learn a variety of musical instruments. During the inspection, pupils in one class were completely captivated in their music lesson when learning the pan drums. Enrichment days enable pupils to try out different sporting activities, such as fencing, climbing and dodgeball. Pupils enjoy the broad range of extra-curricular clubs that go on after school.

Behaviour

- The behaviour of pupils is good.
- Most pupils' behaviour during lessons and their conduct at other times of the school day are positive. They show the utmost respect to adults and each other. They are friendly, sensitive to the views of others and courteous.
- The systems in place to manage behaviour are well organised. Pupils are clear about the actions that will be taken if their behaviour falls below an acceptable level. They are also motivated by different rewards that staff give out for positive behaviour.
- There are some pupils who have complex behavioural needs. These pupils are well catered for through additional support and the use of external agencies, where necessary. Leaders provided convincing information to show how the behaviour of this group of pupils improves on their journey through school.
- Historically, absence levels have been high when compared with the national average. However, over the last 12 months, leaders have made significant improvements in this area. Systems for monitoring attendance are well organised and provide appropriate challenge to parents. Pupils spoke positively about how the new curriculum has made them want to be in school more often. In the last academic year, attendance rates and

persistent absence rates improved. Since September 2018, attendance has improved even further.

Outcomes for pupils

Good

- The work in pupils' books, coupled with end-of-key-stage statutory performance data, demonstrate that pupils make good progress on their journey through school.
- Attainment by the end of key stage 2 is rising. In 2018, the proportion of pupils who attained the expected standard in reading, writing and mathematics was 6% above the national average.
- Quite a high number of pupils join or leave the school part-way through their education. Leaders provided convincing information to show that pupils who are at the school for all or most of their education make strong progress over time.
- The level of challenge for the most able pupils is improving because of good teaching. As a result, by the end of key stages 1 and 2, there are more pupils attaining standards higher than expected for their age. However, in both key stages, this measure is still below the levels seen nationally.
- At the end of key stage 2 in 2018, disadvantaged pupils' progress was not strong. A number of pupils joined during Years 5 and 6 with significant barriers to their learning. This had a negative impact on the overall progress score. They made good progress during their relatively short time at Amington Heath. Disadvantaged pupils who are at the school for all or most of their education do well. For example, in 2018, a high proportion of this group of pupils attained the expected standards for their age.
- Pupils' attainment by the end of key stage 1 is positive. The proportion of pupils attaining the expected standards in reading, writing and mathematics has been either broadly similar or just below the national average over the last few years. Most pupils make good progress during key stage 1, often from low starting points.
- Good phonics teaching leads to positive outcomes. The proportion of pupils attaining the expected standard in the Year 1 phonics screening check has been below the national average for the last two years. However, due to small cohorts, the reality is that this is just one pupil below the national figure. Almost all of those who do not achieve the expected standard in Year 1 go on to attain it by the end of Year 2.
- Pupils with SEND are well supported in class and through additional support. They make good progress in their learning.

Early years provision

Good

- Children receive a good start to their education in Nursery and Reception Years. Staff are attentive and tuned into children's needs. Positive relationships are at the heart of children's learning and experiences. As a result, children behave well and are happy.
- Nursery provision has been developed well in recent years. It provides children with a positive environment and first experience of education. On entry to Nursery, children's speech, language and communication are recognised barriers. Adults question children effectively and model vocabulary to provide good support in this area.

- Some of the activities in the outdoor area provide sufficient challenge and engagement for children. However, some of the areas of learning are not as well developed outside. For example, writing and construction skills are not as well developed. Therefore, the level of challenge is not as consistent as it could and should be.
- Children in Reception Year enjoy their opportunities for open-ended play. They are often engrossed in the activities and socialise well together. Adults do not stifle children's play and often ask good questions to extend children's thinking. However, sometimes the activities themselves do not provide a high enough level of challenge. Where this is the case, it relies on adult intervention to push children's thinking forward.
- Reading is taught well in Reception. Effective phonics teaching helps children to learn their early sounds confidently. Children's reading books are appropriately matched to the sounds that they have been learning in phonics.
- Leadership in early years is effective. There is a good understanding of children's assessment information and the areas of learning where groups, or individuals, require further support. Leaders and staff engage positively with parents across the early years setting. Parents are regularly invited into school to be a part of their child's learning. Leaders ensure that the statutory welfare requirements are met.
- Almost all children enter Nursery with knowledge, skills and understanding that are below a level that is typically expected for their age. By the end of Reception, the proportion of children who attain a good level of development is generally just below the national average. However, due to small cohorts of children, it is more appropriate to analyse individual children's assessment information. This information demonstrates that the majority make good progress during their time in early years.

School details

| | |
|-------------------------|---------------|
| Unique reference number | 124176 |
| Local authority | Staffordshire |
| Inspection number | 10048233 |

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

| | |
|-------------------------------------|--|
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 103 |
| Appropriate authority | The governing body |
| Chair | Mr Tim Legge |
| Headteacher | Mrs Charlotte Davies |
| Telephone number | 01827 337465 |
| Website | www.amingtonheath.staffs.sch.uk |
| Email address | headteacher@amingtonheath.staffs.sch.uk |
| Date of previous inspection | 8 June 2016 |

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported by pupil premium funding is well above the national average.
- A large majority of pupils come from a White British background.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils with SEND is similar to the national average.
- The headteacher started in post September 2017.
- The school was subject to a section 8 monitoring inspection in March 2018. Senior leaders and governors were judged to be taking effective action in tackling the areas requiring improvement.

Information about this inspection

- The inspector observed pupils' learning in 12 lessons or parts of lessons. A number of these observations were undertaken jointly with senior leaders.
- The inspector scrutinised work in pupils' books and met with pupils to gain their views of the school. The inspector observed pupils' behaviour at social times and at the end of the school day, as well as in lessons.
- The inspector held meetings with the headteacher and the deputy headteacher, as well as other leaders. The inspector met with four members of the local governing body. He also spoke on the phone to a representative from the local authority.
- The inspectors looked at a range of documentation. This included: assessments and records of pupils' progress; the school's checks and records relating to safeguarding, child protection and attendance; records of how teaching is monitored; and the school's improvement plans.
- Inspectors evaluated 33 responses to Ofsted's online survey, Parent View. Inspectors also considered nine free-text responses from parents. They also talked to parents at the start of the school day.

Inspection team

Matt Meckin, lead inspector

Her Majesty's Inspector

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2018