

Annie Lennard Primary School

The Oval, Smethwick, West Midlands B67 6LE

Inspection dates

2–3 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
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	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher lead the school well. They are determined to drive the school forward and achieve the best for every pupil.
- Senior leaders have an accurate understanding of the school's strengths and weaknesses. Improvement plans focus on the right priorities.
- During a period of growth, leaders have made strong appointments to ensure that staff have the knowledge and expertise to teach key stage 2 pupils effectively.
- Middle leaders are increasingly effective in improving the quality of teaching, particularly in English and mathematics. However, leaders of other subjects are at an early stage of their development.
- Leaders provide training for staff to develop their subject knowledge and teaching skills. As a result, the quality of teaching is good, and most pupils make strong progress.
- Teachers plan interesting lessons that engage pupils. Consequently, pupils apply themselves productively to their work and are keen to learn.
- Pupils with special educational needs and/or disabilities (SEND) receive effective support, which means that they make secure progress in their learning.
- Pupils enjoy a broad curriculum that develops their knowledge across a range of subjects. However, pupils do not study subjects such as history and geography in enough depth.
- Leaders and staff know individual pupils well. Relationships are positive and caring. As a result, pupils enjoy school and their behaviour is good.
- Children in early years benefit from a positive start to their education. Adults support them to develop into happy, confident and independent learners. However, sometimes adults do not support children to make the best progress they can.
- Disadvantaged pupils are currently making good progress. However, leaders and governors to do make thorough enough checks on the effectiveness of strategies funded by the pupil premium. The attendance of this group of pupils is too low.
- Although leaders make checks on the quality of teaching and pupils' progress, these do not focus precisely enough on the school's areas for improvement.
- Sometimes, teachers' expectations of what middle- and high-attaining pupils can achieve are not high enough. Teachers do not provide pupils with enough guidance to develop their writing skills.

Full report

What does the school need to do to improve further?

- Improve leadership and management, by ensuring that:
 - checks on teaching focus on whether improvement actions are making the intended difference to pupils' learning and progress
 - middle leaders have opportunities to monitor and develop the quality of teaching in their areas of responsibility
 - leaders and governors monitor the impact of the pupil premium funding more closely so that disadvantaged pupils' attendance improves, and their outcomes continue to rise.
- Further improve teaching, learning and assessment, by:
 - ensuring that teachers plan work that is sufficiently challenging for middle- and high-attaining pupils, including in early years
 - providing pupils with more guidance on how to improve their writing
 - planning learning that deepens pupils' knowledge and understanding in subjects such as history and geography.
- Improve provision in early years, by ensuring that adults consistently support and extend children's learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the school has converted from an infant to a primary school. Leaders and governors have managed this change well. They have recruited new staff with the knowledge and skills needed to teach across the primary age range.
- The headteacher and deputy headteacher are determined that pupils will enjoy learning and achieve well. They have a detailed knowledge of pupils' needs and use this to shape the school's provision. Leaders and staff put pupils at the heart of all they do. They ensure that pupils receive good-quality teaching and high levels of care, which enables them to make good progress.
- Leaders work closely with a range of external partners to provide teachers with training to develop their skills. Staff who spoke with inspectors say that they feel valued by leaders and appreciate the many opportunities they have to develop professionally.
- Senior leaders have an accurate understanding of the school's strengths and weaknesses. They know that pupils' progress at the end of key stage 2 has needed to improve. Leaders' actions mean that most pupils are now making at least the progress they should in English and mathematics.
- Leaders make regular checks on pupils' progress and look closely at the progress of different groups of pupils. They meet with teachers to discuss what assessment information shows and to identify pupils who are not making the progress they should. As a result, leaders and teachers have a thorough understanding of how well individual pupils are achieving.
- Work has begun to develop the role of subject leaders. With support from external consultants, the leaders for English and mathematics have taken effective action to improve teaching in phonics, writing and mathematics. Other subject leaders have a clear oversight of curriculum coverage in their areas of responsibility. However, they have too few opportunities to monitor and develop the quality of teaching and learning.
- Leaders make effective use of the pupil premium funding to provide additional support for disadvantaged pupils. This support focuses on pupils' academic and emotional needs as well as ensuring that every pupil has equal access to all aspects of school life. As a result, these pupils have increased confidence and self-esteem, which has a positive impact on their progress. However, leaders do not evaluate closely enough which strategies are most and least effective.
- The leader for SEND provision has a thorough understanding of individual pupils' needs. She works closely with external agencies to provide pupils with the right support. Leaders make regular checks on these pupils' progress to ensure that the extra help they receive is effective.
- Good use is made of the primary physical education (PE) and sport funding to promote physical activity and to develop teachers' skills in teaching PE. Pupils play energetically with the range of sports equipment available at breaktimes and lunchtimes. They enjoy taking part in competitive sports, and participation in after-school sports clubs is high.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils

learn in depth about a wide range of faiths and cultures. They show respect for the views and beliefs of others and are well prepared for life in modern Britain.

- The wider curriculum is broad and interesting. Pupils study the full range of national curriculum subjects and benefit from a comprehensive programme of educational trips, visits and extra-curricular activities. For example, pupils across key stage 2 take part in residential visits to build their confidence and resilience and all pupils in Year 3 learn to play the trumpet. However, subjects such as history and geography are not taught in enough depth.
- Although leaders make checks on teaching, these do not focus closely enough on the school's areas for improvement. As a result, some aspects of the school's work are not improving as quickly as they could. For example, teachers' expectations of what the most able pupils can achieve continue to be too low.
- The local authority makes regular checks on the school's development. It has provided effective support through a period of change.

Governance of the school

- Governors are proud of the school. They are supportive of the work of senior leaders and hold them to account for the quality of teaching and pupils' outcomes.
- Many governors are relatively new to the school. They have a breadth of expertise with which to challenge and support senior leaders. Governors are keen to develop further and have attended training to improve their skills.
- The headteacher provides the governing body with detailed information about the work of the school. Governors check the impact of leaders' actions by asking questions about the progress they are making towards achieving the school's improvement priorities.
- Governors do not hold leaders to account effectively for the spending of the pupil premium funding. They do not scrutinise the impact of leaders' spending decisions on improving outcomes for disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and staff prioritise pupils' safety and well-being. They know pupils well and are alert to any changes in pupils' appearance and behaviour that may indicate that they are at risk of harm. Leaders encourage staff to report all concerns, no matter how small. Posters around school spread the message, 'Don't think "what if I'm wrong?", think "what if I'm right?"'.
- Staff receive regular training and updates to ensure that they are fully aware of their safeguarding roles and responsibilities. They know the process to follow should they have a concern about a pupil. Staff record concerns in detail and pass them promptly to an appropriately trained member of staff.
- Leaders respond swiftly to concerns about pupils' safety and welfare. They take appropriate action to keep pupils safe from harm. Leaders work closely with external agencies to ensure that vulnerable pupils receive the support they need. They are not

afraid to challenge the decisions of external agencies when they feel that these are not in a child's best interests.

Quality of teaching, learning and assessment

Good

- Effective teaching means that most pupils make good progress in their learning.
- Teachers have secure subject knowledge, which enables them to provide pupils with clear explanations and instructions. Adults use questioning well to check pupils' understanding and deepen their thinking.
- Interesting lessons engage and motivate pupils. Teaching is lively, and teachers use a range of strategies to actively involve pupils. For example, paired and group activities provide opportunities for pupils to talk about their learning and share ideas. Pupils collaborate well and listen carefully to what others have to say. This builds pupils' confidence and makes a positive contribution to their learning.
- There is a purposeful and productive atmosphere in all classes. Relationships between adults and pupils are positive and this supports the good progress that pupils make. Pupils feel confident to 'have a go' and are not afraid to get things wrong.
- The teaching of phonics successfully develops pupils' understanding of letters and the sounds they represent. Teaching matches pupils' needs well and ensures that all groups of pupils make good progress. Pupils confidently use their phonic skills to sound out unknown words and to spell. However, occasionally, pupils' reading books do not match their phonic ability, which limits their fluency and accuracy.
- In mathematics, pupils have regular opportunities to reason and solve problems. Teaching builds sequentially on pupils' prior learning and supports them to develop a secure understanding of mathematical concepts.
- The teaching of writing is effective. Pupils learn to write with accurate spelling, grammar and punctuation. They write in sentences of increasing complexity and make good progress in their use of descriptive vocabulary. Pupils regularly review and edit their own writing and that of their peers. This helps to develop their word choice and the accuracy of their punctuation and spelling. However, pupils do not receive enough guidance from teachers about how to improve their writing. As a result, some pupils do not make as much progress as they could, particularly the most able pupils.
- Teachers plan learning that matches the needs of pupils with SEND. Teaching assistants provide effective support for this group of pupils, which means that they make the progress they should.
- Teachers plan learning that matches the age-related expectations for each year group. However, they do not have high enough expectations of what some middle-attaining pupils and the most able pupils can achieve. They do not teach pupils the skills they need to work at greater depth in writing and mathematics, particularly in key stage 2.
- In the wider curriculum, pupils' progress varies. In some classes and subjects, pupils make good progress because teachers sequence learning carefully, for example, in French and music. However, in subjects such as history and geography, activities do not deepen pupils' understanding sufficiently.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders and staff pride themselves on the nurturing and caring ethos they create for pupils.
- Positive relationships between adults and pupils are a strength of the school. Pupils feel safe and well cared for. They know that adults will listen and support them if they need help or if they have a concern. If pupils do not feel confident talking to an adult, they can share their concerns or ask questions in writing by using the school's 'sharing station'.
- Pupils are proud to attend Annie Lennard Primary School. They have positive attitudes to learning and are keen to do well. Most pupils concentrate in lessons and take care to present their work neatly.
- Leaders provide effective support to ensure that pupils are safe, happy and ready to learn. For example, staff work with individuals and small groups of pupils to build their confidence and self-esteem. The school's family worker leads workshops to provide advice and support for parents and carers.
- Pupils understand what bullying is. They say that although there is some bullying at school, adults address this. Pupils recognise the difference between bullying and 'falling out.' They understand the importance of being able to resolve their own friendship issues, but are confident that there is an adult on hand to help if needed.
- Pupils learn how to stay safe and healthy. They have a good understanding of how to keep themselves safe online. Some pupils are trained as 'internet legends' and are available to advise pupils about safe use of the internet and social media. Pupils understand the importance of eating healthily and taking regular exercise.
- The school's breakfast club provides pupils with a calm and purposeful start to the school day. Pupils enjoy spending time with their friends.
- Most parents who responded to Ofsted's online questionnaire, Parent View, say that their children are safe and well looked after at school.

Behaviour

- The behaviour of pupils is good.
- Staff share high expectations of pupils' behaviour. Pupils have a strong understanding of right and wrong. They respond well to the school's reward and consequence system and are proud when staff award them silver and gold cards for good behaviour.
- Pupils are polite and friendly. They show respect for adults and each other. Pupils try their best and know that adults value their hard work.
- Pupils conduct themselves sensibly in lessons and when they move around the school. They respond quickly to adults' instructions, including the small number of pupils who need reminding to listen carefully and stay on task in lessons.

- Breaktimes and lunchtimes are calm and happy occasions. Pupils show good manners in the dining hall. They play positively together on the playground and enjoy their friends' company.
- Leaders have taken effective action to improve pupils' attendance. As a result, attendance is now broadly in line with the national average. The number of pupils who are frequently absent from school is reducing. However, the attendance of disadvantaged pupils is too low and shows no sign of improvement.

Outcomes for pupils

Good

- At the end of key stage 1, pupils' attainment in writing has been above national averages for the past two years. Pupils' attainment in reading and mathematics has been at least in line with national averages in this period. The school's assessment information and work in books shows that key stage 1 pupils continue to achieve well.
- For the past two years, the proportion of pupils meeting the expected standard in the Year 1 phonics screening check has been below national averages. However, improvements to the teaching of phonics mean that more pupils are working at the expected standard this year. Year 2 pupils who did not meet the expected standard at the end of Year 1 have made strong progress. They enjoy reading and read aloud with fluency and accuracy.
- In 2017, pupils' progress in reading and mathematics at the end of key stage 2 was well below that of other pupils nationally. In 2018, pupils' progress in writing was also well below average. However, inspection evidence shows that most pupils are currently making good progress across key stage 2.
- Published information in 2018 shows that the proportion of pupils working at the higher standards in writing and mathematics at the end of key stage 2 was low. Leaders have started to address this, and pupils are making the progress they should. However, teachers' expectations of some middle-attaining pupils and the most able pupils are not consistently high enough. This means that some middle-attaining pupils do not make the progress of which they are capable, particularly in mathematics. In writing, teachers do not challenge the most able pupils to write at greater depth.
- In 2017, disadvantaged pupils' progress was below that of other pupils nationally in reading, writing and mathematics. In 2018, the gap increased. Inspection evidence shows that disadvantaged pupils' progress is improving. In almost all year groups, disadvantaged pupils are making progress in line with that of their peers.
- Similarly, in 2018 the progress of pupils with SEND at the end of key stage 2 was weak. Effective provision means that these pupils are now making secure progress from their different starting points.
- Pupils acquire knowledge in a broad range of subjects. However, in subjects such as history and geography, teaching does not enable pupils to develop a deep understanding of the topics they study.

Early years provision

Good

- Most children start school with knowledge and skills below those typical for their age. During their time in early years, children make good progress. For the past two years, the proportion of children achieving a good level of development has been in line with national averages. Although leaders predict this to fall slightly this year, children have made still made good progress from their starting points.
- Leaders have an accurate understanding of the strengths and weaknesses in early years. They have taken effective action to improve some aspects of provision, for example the outdoor learning environment. This is well organised and provides opportunities for children to develop their skills across different areas of learning.
- Leaders recognise that on entry to early years, many children’s language development is not as strong as it should be. Adults make thorough assessments of children’s language skills and provide them with carefully tailored support to help them to catch up. This secures a firm foundation for learning in other areas of the curriculum.
- Children learn independently and in small groups without distraction. They sustain their concentration well because activities interest them. For example, in Nursery, children were engrossed in drawing pictures of zoo animals. They held their pencils correctly and adults encouraged them to include detail in their drawings.
- Adults plan activities that require children to use a range of skills. For example, in Reception, children energetically launched bean bags into the air for other children to catch in a bucket. This developed children’s gross motor skills effectively. Children then used their number skills to count and record how many bean bags they had caught.
- Children encourage and support one another with their learning. For example, during the inspection, one child was struggling to place numbers in order on a number line. Another child gave advice and encouragement and was quick to say ‘well done’ when the child got it right.
- Relationships between adults and children across the setting are caring and nurturing. Adults provide effective support and warm encouragement while children play and learn. As a result, children are happy at school and enjoy learning.
- Children feel safe and secure. Adults supervise children well in secure classrooms and outside learning areas. Safeguarding is effective, and all welfare requirements are met.
- Parents have regular opportunities to contribute to teachers’ understanding of their children’s learning. Each term, teachers ask parents to comment on what their children can do well and what they think their next steps in learning are. This helps to build a rounded picture of each child’s knowledge, understanding and skills.
- Although children make good progress, adults do not consistently support children to make the best progress they can. Sometimes, adults do not intervene to ensure that children’s learning is purposeful. Adults do not make effective enough use of assessment information to plan activities that are challenging enough for the most able children.

School details

Unique reference number	103932
Local authority	Sandwell
Inspection number	10088439

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.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Stephen Edmonds
Headteacher	Natalie Crozier
Telephone number	0121 429 4284
Website	www.annielennardprimary.co.uk
Email address	natalie.crozier@annielennard.sandwell.sch.uk
Date of previous inspection	25 September 2007

Information about this school

- The school is an average-sized primary school.
- In September 2016, the school changed status from an infant to a primary school. During the first two years following this change, many pupils joined the school in Years 5 and 6.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with SEND is above the national average. The number of pupils with an education, health and care plan is below the national average.
- There is one class in each year group from the Reception Year to Year 5. There are two classes in Year 6. There is one part-time Nursery class.
- The school runs a breakfast club.

Information about this inspection

- Inspectors observed pupils' learning in parts of 40 lessons. Some of these observations were undertaken jointly with senior leaders. An inspector visited the breakfast club.
- Inspectors listened to two groups of pupils read and talked to them about their reading.
- Inspectors observed pupils' behaviour in lessons and at breaktime and lunchtime. They spoke formally with two groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors and school leaders jointly examined the quality of work in pupils' English and mathematics books. An inspector scrutinised work in pupils' topic and science books. An inspector also looked at children's journals.
- Discussions were held with the headteacher, the deputy headteacher and other leaders. An inspector met with 17 members of staff to gather their views on safeguarding, professional development and pupils' learning.
- The lead inspector met with the chair and vice-chair of the governing body and one governor. She also met with a representative from the local authority.
- Inspectors reviewed a wide range of documentation, including the school's self-evaluation and improvement plans, information about pupils' achievement, records relating to safeguarding, minutes of governing body meetings, and information on the school's website.
- Inspectors took into consideration the 51 responses to Parent View. Two inspectors spoke to parents at the beginning of the school day.

Inspection team

Claire Jones, lead inspector	Her Majesty's Inspector
Sarah Ashley	Ofsted Inspector
Catherine Draper	Ofsted Inspector

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