

# Inspection of Annfield Plain Junior School

Front Street, Annfield Plain, Stanley, County Durham DH9 7ST

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Inspection dates: 28–29 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils enjoy coming to Annfield Plain Junior School. It is a happy school with a strong sense of community. Pupils are polite and well mannered.

The curriculum is varied and fun. It is planned to meet the needs and interests of the pupils within this community. Pupils enjoy learning in a hands-on way in most subjects. They say that this helps them to remember more.

Pupils have a range of experiences through trips and visitors to the school. Authors regularly visit to inspire a love of reading. Pupils enjoy learning a range of musical instruments, with ukulele in Year 4 and samba drumming in Year 6. Most pupils take advantage of the many after-school clubs on offer, such as gardening, computing and karate. As a result of these wider opportunities, pupils have high aspirations.

Pupils are taught how to stay healthy and safe through special themed weeks. They know about online safety and positive mental health.

The school council has helped to create positive behaviour and rewards systems. Pupils feel valued and enjoy the end-of-term reward activities for good behaviour. Children are well behaved and can resolve conflict independently. The few instances of bullying are dealt with effectively.

## **What does the school do well and what does it need to do better?**

Leaders have planned a comprehensive curriculum. Pupils build their knowledge and deepen their understanding. Teachers are well trained. They know the order in which different parts of each subject should be taught. This is particularly strong in mathematics, geography and science. Teachers have strong subject knowledge. Lessons are interesting and engaging and pupils are enthusiastic about learning.

In English, plans for writing offer regular opportunities for pupils to recap skills. Pupils learn to write with confidence in a range of genres. Leaders have selected a wide-ranging list of class texts. This challenges pupils' thinking and encourages their thoughtful debate. Leaders have made reading a priority in school improvement plans. A new and vibrant library has improved pupils' attitudes to reading. Teachers' training for reading is ongoing and is beginning to help pupils to make as much progress in improving their reading as they do in their writing. Leaders have made sure that assessment in reading supports teachers' planning to meet pupils' individual needs. This helps pupils to catch up.

In science, pupils enjoy learning skills through investigation. Pupils practise their knowledge and understanding through investigations. Leaders have ensured that pupils use a range of methods to record work in their science books. Teaching is often led by thoughtful questions posed by pupils. For example, in a science lesson about the human body, pupils asked if they could find out whether they could survive without one of their organs. The curriculum links science and geography

where possible. Pupils build geography skills over time. Geography teaching begins with a focus on the local area. Pupils then go on to compare and contrast where they live with European countries, such as Italy.

All pupils are treated equally well. Pupils with special educational needs and/or disabilities are given the support that they need to be successful. Leaders understand that some pupils have additional social, emotional and mental health needs (SEMH) that sometimes make learning more difficult. Resources are used well to support all pupils.

Pupils' excellent personal development is a significant feature of this school. Pupils behave well and are eager to learn. Older pupils act as role models and support younger pupils. Pupils have responsibilities such as being 'Playground Pals' and 'Rights Respecting Ambassadors'. Personal development is outstanding because the school goes over and above to provide rich experiences for every pupil.

Leaders have ensured that the school promotes equality through teaching explicit philosophy lessons. Pupils prove this through the way they speak to each other with respect.

Leaders have ensured positive relationships with the local community. They engage with them through a wide range of events and activities. The annual musical picnic is well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

The welfare of pupils has a high priority. Leaders know their pupils well. Staff receive regular training. They are aware of the signs that a pupil may be at risk of harm and they report any concerns to leaders. Staff understand the additional needs of pupils with SEMH issues. They do all that they can to enable these pupils to remain safe. Leaders have a clear oversight of pupils' behaviour, attendance and safeguarding.

Leaders are quick to seek support from other agencies for individual pupils where there are concerns. They make sure that pupils and families get the help that they need.

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

### **(Information for the school and appropriate authority)**

- Leaders have ensured that reading is a priority. All staff have received training in reading. Improvements to the teaching of reading have developed motivation and enthusiasm. Most pupils now read for pleasure. Many pupils read widely and are developing fluency and comprehension. Work to improve reading has not been fully embedded. This means that not all pupils can confidently apply their

comprehension skills. Leaders should make sure that all pupils develop confidence in using their comprehension skills.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	114024
<b>Local authority</b>	Durham
<b>Inspection number</b>	10133507
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	136
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Collier
<b>Headteacher</b>	Inez Burgess
<b>Website</b>	<a href="http://www.annfieldplain-jun.durham.sch.uk/">www.annfieldplain-jun.durham.sch.uk/</a>
<b>Date of previous inspection</b>	10 December 2015, under section 8 of the Education Act 2005

## Information about this school

- This is the first inspection since this school was judged good at the previous inspection on 10 December 2015.
- The age range of pupils at the school is seven to 11.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher and members of the senior leadership team. We talked to curriculum leaders. We met members of the governing body, including the chair. I spoke with a representative of the local authority.
- We looked in detail at English, mathematics, science and geography. We talked to leaders and teachers about their curriculum plans. We visited lessons in these subjects. We spoke to pupils about their learning. We looked at pupils' work.
- We met with those responsible for safeguarding. We looked at a range of documentation linked to safeguarding, including child protection policies, absence

data, information about how pupils' behaviour is managed and information about how more vulnerable pupils are supported. We talked to pupils during the inspection and asked them how safe they feel.

- We took into account the eight responses to Ofsted's online questionnaire for parents and carers, Parent View, including any free-text comments. We also considered the 13 responses to the survey for staff.

### **Inspection team**

Alexa O'Gara, lead inspector

Ofsted Inspector

Melanie Maitland

Ofsted Inspector

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