

Inspection of a good school: Anns Grove Primary School

Anns Road, Sheffield, South Yorkshire S2 3DJ

Inspection dates:

5–6 March 2020

Outcome

Anns Grove Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy the many things they do in the school. 'The sports are absolutely fantastic,' said one pupil. Many pupils take part in sports in school. Parents, carers and pupils enjoy the vigorous morning fitness sessions alongside staff. Pupils enjoy the residential trips, which develop their independence.

Pupils feel safe and secure in school. They say that bullying happens rarely but, when it does, it is dealt with by staff. Pupils take on responsibilities in school, such as becoming play leaders or members of the school council.

Pupils enjoy their lessons. Teachers expect them to do their best. Pupils enjoy reading. They choose books weekly to read for pleasure, using the '100 book challenge'. Many pupils say that their favourite subject is mathematics. One pupil described mathematics as 'tough but really satisfying'. This is because school leaders have worked hard to improve the mathematics curriculum.

In lessons and outdoors, pupils behave well. They are keen to follow instructions in lessons and cooperate well, even when aspects of the curriculum might not challenge them as much as they might. Outdoors, pupils play games in teams, chat quietly or spend time reading.

Parents who responded to Ofsted's questionnaire are generally happy with the school.

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

Teachers at the school are committed and hard working. They are keen to learn from each other and share their expertise. Leaders have made sure that teachers' workload is manageable.

Leaders have also ensured that reading is given high priority in the curriculum. Phonics is taught well, starting in the Nursery class. The phonics curriculum is well organised. This makes it easy to see what pupils should be learning at any point in Reception and Year 1. Pupils who fall behind are helped to catch up quickly. Most pupils enjoy reading. Pupils read for pleasure, especially in key stage 1. Pupils in key stage 1 are read stories by their teachers every day. However, pupils say that this tails off in key stage 2. There are staff who are experts in phonics. They are able to give effective support to teachers when they need it.

The history leader has led improvements in this subject well. The curriculum is well organised and continues to improve. As a result, pupils are building their knowledge logically. Staff are being given effective support. Pupils are taught history every week. Trips and visits, for example to Conisbrough Castle, help to bring the subject alive to pupils. Leaders are aware that teachers now need to make sure that the work is neither too difficult nor too easy for pupils.

The computing curriculum is new and is still developing. All pupils are improving their knowledge of computer coding and the use of different software. However, pupils' knowledge is not yet sequenced in a logical order so that pupils know more and remember more over time. This is also the case in some other subjects, such as music. A strength in the computing curriculum is how well pupils understand how to stay safe online.

School leaders have worked hard to improve the curriculum in other subjects. In mathematics, the curriculum is strong. This gives pupils the essential skills to do well in the next stage of their education. The physical education curriculum is well established in the school and taught well. This ensures that pupils understand the benefits of leading a fit, healthy lifestyle.

Pupils with special educational needs and/or disabilities (SEND) receive good support. This enables them to achieve well. Leaders are currently improving the way teachers assess pupils' learning by measuring the small steps in pupils' progress.

In the early years, children behave well. They willingly take responsibility for tidying up. Adults in the school encourage children to speak in full sentences, which develops their speaking well. Children learn mathematics through fun activities and games. This prepares them effectively for Year 1. Children enjoy looking through books and being read stories by adults. Outdoors, children are able to climb the special climbing trees safely. This improves their confidence and their fitness. Leaders are now working to make sure that the outdoor area is accessible to all children in wet weather.

Pupils understand the importance of respecting others, no matter their race, disability, gender or sexuality. 'We should respect everybody,' as one pupil put it. Pupils behave well in lessons and during breaktimes and lunchtimes. Pupils are polite and courteous to adults and to each other. If anyone is upset, they know they can go to one of their trained peer mentors or to an adult.

Governors are dedicated and hard working. They understand what is working well in the school and what needs further improvement.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff know what they must do if they have concerns about pupils. Staff training is detailed and regular. Procedures for following up any concerns are thorough.

Pupils feel safe from any rare threats of bullying. They have a good understanding of how to stay safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it, that they are in the process of bringing this about.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 3–4 February 2016.

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

Unique reference number	107086
Local authority	Sheffield
Inspection number	10110778
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	348
Appropriate authority	The governing body
Chair of governing body	Scott Glover
Executive Headteacher	Samantha Fearnough
Website	www.annsgrove.co.uk
Date of previous inspection	3–4 February 2016, under section 5 of the Education Act 2005

Information about this school

- There are a breakfast club and after-school club on the premises. Both are run by the governing body.

Information about this inspection

- I held meetings with the executive headteacher and other senior leaders. I met with five members of the governing body. I met a representative from the local authority.
- I looked closely at the school's procedures for safeguarding and child protection. I scrutinised a range of documentation, including policies and records. I met with pupils and listened to their views. I spoke with leaders responsible for safeguarding and checked on their training. Throughout the inspection, I checked staff knowledge and understanding of their duties and responsibilities to keep pupils safe and free from harm.
- I looked at a range of documentation, including safeguarding documents, the school's self-evaluation of its overall effectiveness, records relating to pupils with SEND, school development plans and information on the school's website.

- I agreed with the headteacher to look in detail at: reading, computing and history. Other subjects were also considered as part of the inspection. I talked to subject leaders about their curriculum plans. I visited lessons, looked at pupils' work and discussed this with them. In addition, I had discussions with teachers and pupils from the lessons I visited.
- I considered the views of 39 parents who responded to Ofsted's survey, Parent View.

Inspection team

Robert Jones, lead inspector

Ofsted Inspector

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