

Inspection of a good school: Angram Bank Primary School

Kinsey Road, High Green, Sheffield, South Yorkshire S35 4HN

Inspection dates:

21 and 22 September 2021

Outcome

Angram Bank Primary School continues to be a good school.

What is it like to attend this school?

Pupils' pride and enjoyment at being part of Angram Bank are unmistakable. One year five pupil was eager to tell the inspector, 'You'll like it here, people are friendly'. Pupils are at the heart of everything the school does. The school's nine values, which include respect, resilience and acceptance, are known and understood by pupils. They are made explicit in learning and provide guidance for pupils' day-to-day life.

Leaders are unreservedly ambitious for all pupils. They want pupils to develop the skills and essential knowledge to succeed in life. All members of staff share leaders' vision that every child has the opportunity to succeed academically and socially. As such, pupils want to do their best. There is a purposeful air to the school, and pupils and teachers jointly engage in focused activity.

Pupils know that their teachers expect them to behave well and work hard. Learning is not disturbed by poor behaviour. Pupils consider instances of bullying to be rare, saying that adults in school would resolve any issues quickly and effectively. Pupils spoke about the range of clubs, activities and visiting speakers that help them follow their interests and learn new things.

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

Reading is a priority at Angram Bank. Leaders are passionate that every child becomes a successful reader. Adults have a shared belief that reading is the gateway to successful, lifelong learning. The school's approach is strong; leaders have been thoughtful in the planning and delivery of this aspect of the school's work. Consequently, pupils do well. Adults encourage rich language and vocabulary development from every child's very first days at school. As a result, pupils are articulate. They know and use ambitious words.

Leaders are currently evaluating their teaching of early reading in line with recent guidance. Leaders are rightly placing a focus on matching specific teaching to pupils'

individual needs. As such, leaders have plans for all teaching and support staff to deliver the school's chosen approach.

Leaders have empowered teachers to lead subjects effectively. Teachers have jointly constructed a meaningful and ambitious curriculum. These plans, for subjects such as mathematics, science and history, are logical, highlight the most important pieces of knowledge and include opportunities to revisit key themes. As a result, pupils avidly engage in learning which securely builds on their prior knowledge. It is clear that leaders' intention is for pupils across school to know more, remember more and be able to do more. Discussions with pupils and evidence in their work manifest this. Leaders aim to further develop art and music this term.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Efficient systems and support from well-trained staff mean that pupils with SEND achieve well. The school's special educational needs and/or disabilities coordinator (SENCo) works with teachers, parents and external partners to create plans that support pupils in their learning. All staff work seamlessly with the hearing-impaired resource which is located at the school. The parents and carers of pupils with SEND are universal in their praise for this school. One grandparent said that the support that her grandchild receives is 'second to none'. All pupils benefit from effective 'catch-up and keep-up' sessions. These sessions enable pupils to repair any misconceptions from learning earlier in the day.

Leaders have high expectations for pupils' behaviour. Angram Bank's values are well rehearsed, and they are keenly visible in the actions of pupils. Pupils say that bullying is very rare in this school. Nevertheless, leaders keep detailed records of any instances of bullying and work closely with pupils and their families to restore good relationships. Leaders are proactive. They know their pupils well and act early to support pupils who might struggle. Staff ensure that there are many diverse opportunities throughout lunch and break times to keep children engaged, including opportunities for pupils to act as DJs at lunchtime birthday celebrations.

Leaders and governors prioritise pupils' personal development. Pupils are given a broad range of opportunities to develop their talents and interests. Numerous clubs, such as samba dancing, bingo and adult-led 'playground fun', have carried on throughout the pandemic. Notably, pupils who attend these activities receive 'Children's University' points. It is leaders' belief that pupils who attend clubs have improved attendance and better outcomes.

All staff are proud to work in this school. It is clear that leaders consider the well-being of all members of staff. One teacher commented that they had 'been grown, encouraged, praised and respected through all stages of my life and career at this school'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the safeguarding of all pupils. Leaders ensure that timely, early support prevents any emerging issues from escalating. Governors are instrumental in supporting

leaders in this work. They are well trained and challenge and support school leaders appropriately. The school's personal, social and health education curriculum helps to shape pupils into responsible and empathic citizens. Staff are well trained and knowledgeable. They have a detailed knowledge of local risks. The school has well-trained safeguarding leads who competently support staff and advise as necessary.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teaching and support staff are fully trained to deliver the school's chosen approach for early reading. As a result, a few pupils do not always receive teaching matched to their specific needs. Leaders should ensure that all members of staff are well trained and are able to deliver to these groups effectively.
- In most subjects, curriculum plans are logical, highlight the most important pieces of knowledge and include opportunities to revisit key themes. Leaders should ensure that this is the case across all subjects in the curriculum, including in art and music.

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/outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 20 June 2012.

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 information from Ofsted Parent View 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	107085
Local authority	Sheffield
Inspection number	10200173
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	208
Appropriate authority	The governing body
Chair of governing body	Susan Crookes
Headteacher	Andrea Carr
Website	www.angrambankprimary.co.uk/
Date of previous inspection	6 October 2016, under section 8 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.

Information about this inspection

- This was the first routine inspection the school had since the COVID 19 (coronavirus) pandemic began. The inspector discussed the impact of this with leaders and took this into account in their evaluation.
- The inspector met with the headteacher, assistant headteachers, SENCo, school business manager, curriculum leaders and a range of staff and pupils. The inspector spoke with members of the governing body and a representative of the local authority.
- The inspector looked closely at the quality of education in early reading, mathematics and science. This involved speaking with leaders, pupils and staff, visiting lessons, listening to pupils read and reviewing samples of pupils' work.
- To evaluate the effectiveness of the safeguarding arrangements in the school, the inspector met with the designated safeguarding lead and the deputy designated safeguarding lead to discuss the school's policies and procedures. During these meetings, records were scrutinised, including those relating to the safer recruitment of staff. Case files were sampled to explore how the school identifies and supports pupils

at risk of harm. The inspector also spoke with a range of pupils and staff to evaluate the school's safeguarding culture.

- The views of staff were considered from conversations and 27 responses to Ofsted's online staff survey.
- The inspector spoke to some parents at the start of the inspection. The 11 responses to Ofsted's Parent View, including written responses, were taken into account.

Inspection team

Marcus Newby, lead inspector

Her Majesty's Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021