

Inspection of a good school: Anderton Park Primary School

Dennis Road, Sparkhill, Birmingham, West Midlands B12 8BL

Inspection dates:

24 and 25 January 2023

Outcome

Anderton Park Primary School continues to be a good school.

What is it like to attend this school?

The ethos of 'relationships, determination, sparkle' runs through the heart of everything at Anderton Park Primary School. Led by a headteacher and senior leaders who clearly want the very best for every pupil, this vision is shared by all staff. As a result, pupils say they can be anything they want to be, and that anyone can sparkle, whoever they are.

Pupils are safe in school. There is a very sharp focus on safeguarding. Relationships between staff and pupils are respectful, and built on trust. Pupils say that there is always an adult to speak to if they have a concern. Parents appreciate all that staff and leaders do for their children.

Leaders and staff have high expectations of pupils' behaviour, and pupils live up to these. Pupils behave very well. They understand what bullying is. If bullying happens, adults quickly ensure that it stops.

Pupils respond well to leaders' high expectations for their academic achievement. The leaders' vision for the curriculum is being implemented well in most subjects, but in a few subjects there is more work to be done.

Pupils show a very good understanding of tolerance. They celebrate difference and know that the diversity in the school adds richness and character. Pupils are 'empowered to take on the world'.

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

Leaders are ambitious for all pupils. They are currently making some changes to the curriculum to ensure that it offers an even broader range of experiences for pupils. The planned changes to the way the curriculum is to be shaped and delivered are well on their way, but in a few subjects the changes are at an earlier stage of implementation. Leaders sequence the curriculum so that pupils can build on what they are learning, over time. For example, the art curriculum is being developed so that pupils learn about a diverse range

of artists. Content and skills are organised so that pupils build on previous learning. Leaders ensure that adaptations are made, when needed, so that all pupils can access the same learning.

In the early years, leaders and staff are passionate about all children having the best possible start to their education. Activities and resources are carefully chosen. As a result, children practise what they are learning. For example, children learning about the number '8' in mathematics build on their understanding through a wide range of activities, both indoors and out.

As soon as children start in the early years, they begin to learn to read. Leaders have introduced a new, structured phonics programme. They have ensured that staff have received training to deliver phonics lessons. As a result, staff are developing confidence in using the new scheme. Leaders have ensured that pupils practise the sounds they are learning by reading books matched to their phonic knowledge. Pupils' progress in phonics is regularly checked. Where pupils are falling behind, leaders swiftly ensure that they receive the right support to catch up. Leaders ensure that older pupils read a wide range of books reflective of society.

Pupils behave very well in lesson times and around school. There is a shared understanding of the rules, and pupils take responsibility for their choices. This starts in the early years, where all pupils, including those with special educational needs and/or disabilities (SEND), quickly learn the school routines.

Staff quickly identify where pupils have any additional needs. They work closely with parents and external agencies to support children with SEND. Leaders ensure that all pupils are fully included in everything that the school has to offer. Pupils with SEND are very well supported to learn and play alongside their classmates.

Leaders are highly dedicated to ensuring that pupils are well prepared for life in modern Britain. For example, pupils learn that some people have different beliefs to their own. Leaders are keen to provide opportunities pupils might not otherwise have. For example, all pupils get to 'video call a farmer' to find out about life and work in the countryside. All pupils benefit from the links to a theatre company. Older pupils have had the opportunity to work in a recording studio to compose and record music. All pupils learn to play a musical instrument in music lessons, and many choose to continue with this. Pupils' personal development is a real strength of the school.

Staff feel well supported by leaders and governors. They know that leaders are mindful of their well-being. They are proud to work at Anderton Park Primary School.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They are very knowledgeable, including about potential local risks. They ensure that staff receive high-quality training and regular updates. As a result, staff are vigilant and report concerns, no matter how small. Leaders follow up

concerns swiftly. They seek external support, when needed. Leaders challenge decisions if they believe they are not in the best interests of keeping pupils safe.

There are very effective systems in place for checking that adults who work in school are safe to do so.

Through the curriculum, pupils are taught about how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas of the curriculum, leaders have not fully implemented their vision for how the curriculum should be planned and delivered. In these subjects, pupils' learning is not as deep as it could be. Leaders should ensure that the strong vision for the curriculum has the intended impact on pupils' knowledge and skills, in each subject, over time.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2017.

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.

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	103192
Local authority	Birmingham
Inspection number	10257007
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	463
Appropriate authority	The governing body
Chair of governing body	Bushra Tabasum
Headteacher	Sarah Hewitt-Clarkson
Website	www.andertonparkschool.org/
Dates of previous inspection	5 and 6 December 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- The school provides a breakfast club on site.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector carried out deep dives into these subjects: reading, mathematics and art. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also listened to pupils read to a familiar adult.
- The inspector held meetings with the headteacher, curriculum leaders, the special educational needs coordinators and pastoral leaders.
- The inspector held meetings with the chair and representatives of the local governing body and spoke to a representative from the local authority.

- The inspector observed pupils' behaviour during lessons, around the school and at lunchtime. The inspector spoke to pupils about pupils' behaviour.
- To evaluate safeguarding, the inspector met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- The inspector considered responses to Ofsted Parent View, including parents' free-text responses. The inspector also took account of responses to Ofsted's staff survey. There were no responses to the pupil survey.
- The inspector talked to parents at the school gate.

Inspection team

Rachel Henrick, lead inspector

His Majesty's Inspector

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