

# Inspection of Anston Park Junior School

Park Avenue, North Anston, Sheffield, South Yorkshire S25 2QZ

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Inspection dates: 24 and 25 May 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Previous inspection grade

Requires improvement

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

Leaders have focused on developing the curriculum. However, in some subjects, there is still work to do. For example, leaders have not broken down what they want pupils to know into smaller steps of learning or identified the most important knowledge in each subject.

Nonetheless, Anston Park Juniors is a welcoming and friendly school. Pupils say that they enjoy coming to school. They attend well. Most pupils are well behaved, polite and kind to others. They know the importance of healthy relationships, valuing difference and treating others with respect. However, some pupils do not always show respect to their peers.

Pupils say that, although bullying does happen, it is rare. Pupils know that bullying can be verbal, physical or take place online. They have learned about the importance of being an 'upstander' not a 'bystander'.

Roles such as reading mentors, learning ambassadors and sports leaders help pupils to develop responsibility and leadership skills. Reading mentors enjoy keeping book areas tidy and choosing books for others to enjoy. Pupils enjoy visits to Whitby and the Crucial Crew, where they learn about different aspects of keeping safe. There is a range of sporting activities and clubs on offer for all pupils to enjoy. However, pupils and parents say they would like a wider range of activities to develop pupils' talents and interests in other areas.

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

Some aspects of the curriculum are strong. Reading for pleasure is visibly promoted throughout the school. Pupils enjoy reading. They have access to high-quality texts through the 'reading menu'. One pupil was engrossed in the classic novel 'Heidi' and talked in detail about the characters and plot. There is a clear structure to the teaching of reading, which focuses on developing pupils' vocabulary, fluency and comprehension skills. Pupils who are in the early stages of learning to read are well supported. Leaders are focused on helping pupils to 'crack the reading code'. Regular assessments ensure that gaps in phonic knowledge are identified quickly so that pupils get the help they need to become fluent and confident readers.

Leaders are passionate and knowledgeable about their subjects. However, in the wider curriculum, they have not currently identified the crucial knowledge that pupils need to learn. As a result, subject leaders are unable to check what pupils know, identify gaps and build on previous learning. Leaders acknowledge that these checks need to be developed. They have identified this as a priority in their action plans.

In lessons, where teachers present information clearly, pupils successfully achieve the intended learning outcomes. They have positive attitudes to their learning and take pride in their work. However, when this is not the case, pupils become

distracted and lose their engagement with the task. This leads to low-level disruption, which impacts on other pupils' learning.

For pupils with special educational needs and/or disabilities (SEND) some adaptations are made to the curriculum to meet their needs. However, some pupils with SEND do not access the curriculum alongside their peers and spend long periods of time outside of the classroom with teaching assistants or their learning mentors.

Leaders have recently made changes to the behaviour policy. Pupils enjoy being part of the 'Anston Pupils Just Shine Club', where they are rewarded for good behaviour. However, some pupils do not know the new rules and feel that the behaviour system is unfair. Some pupils comment that they do not feel safe in class because of the behaviour of some of their peers.

Pupils are taught to value difference and have an understanding of the importance of treating others equally. They are taught about different religions and cultures. However, pupils are unable to recall important information about different religions and faiths and are unable to make important links between them.

Staff feel supported by leaders at all levels. The governing body brings a range of experience and expertise to the leadership of the school. Governors understand the school's strengths and what they need to do to improve further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Records show that leaders take timely action to ensure pupils are kept safe. They work with local agencies to ensure that vulnerable pupils and their families get the support they need. Leaders ensure that staff receive regular safeguarding training. This helps to ensure that staff are alert to potential risks and signs of harm. Leaders make the necessary checks on the suitability of adults working at the school.

Pupils know how to keep themselves safe when they are out in the community and online. They know they can talk to a trusted adult if they have any worries and are confident that they will be listened to.

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

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

- In the wider curriculum, leaders have not planned out the small steps of content that build to leaders' ambitious endpoints. They have not identified the precise knowledge they want pupils to learn. As a result, leaders and teachers are not able to check if pupils have the required knowledge for future learning. Leaders need to break down their ambitious endpoints into sequential steps of learning

and identify the most important knowledge that all pupils, including those with SEND, need to know and remember.

- In some subjects, teachers do not implement the curriculum as leaders intend and do not present information with clarity. As a result, pupils do not remember important learning, and low-level disruption occurs. Leaders must monitor the effectiveness of the curriculum closely to ensure that teachers are supported to use planned approaches consistently.
- Some pupils with SEND do not access the curriculum alongside their peers. As a result, they do not have access to quality first teaching for a significant amount of their time in school. Leaders should ensure that there are detailed support plans in place for these pupils and ensure that teachers are well equipped to support pupils with SEND to learn well alongside their peers.
- Some pupils do not think that the behaviour policy is fair. They do not always feel safe in class. This is because a small minority of pupils do not show respect and care for others. Leaders should ensure that these pupils are supported to develop respect, tolerance and kindness to others and that all pupils understand the behaviour policy.
- Pupils do not have sufficient knowledge of the different religions of the world and the beliefs of others. As a result, pupils cannot articulate an understanding of the different religions and beliefs that make up society. Leaders should make sure that teachers provide pupils with opportunities to close any gaps in pupils' knowledge to ensure that they are fully aware of life in modern Britain.

## 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

<b>Unique reference number</b>	106896
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10268306
<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>	219
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ann Foxley-Johnson
<b>Headteacher</b>	Amanda Bartholomew
<b>Website</b>	<a href="http://www.anstonparkjuniors.co.uk">www.anstonparkjuniors.co.uk</a>
<b>Date of previous inspection</b>	17 June 2021, under section 8 of the Education Act 2005

## Information about this school

- The school uses one unregistered alternative provider, The Unity Project. One pupil attends for four hours per week.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into consideration in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors spoke to senior leaders, including the chair of the governing body, and other members of the governing body.
- Inspectors carried out deep dives in reading, mathematics, art and physical education. Inspectors discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at curriculum plans and a sample of work for history, geography, religious education and science.
- Inspectors spoke with leaders about pupils with SEND and visited some pupils with SEND in lessons.
- The lead inspector spoke with the learning directors from The Unity Project. They checked to ensure that leaders have taken the necessary actions to ensure the safety of the provision and how well the pupil is progressing.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke to pupils about their views of the school and their learning, behaviour and safety.
- Inspectors checked the records that leaders keep about staff who work in the school. Inspectors checked procedures for identifying pupils who may be at risk of harm and what leaders do to ensure pupils are safe.
- Inspectors evaluated responses from parents to Ofsted's online survey, Parent View. The team inspector spoke to some parents who were dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.
- The lead inspector spoke to representatives from the local authority.

### **Inspection team**

Ruth Beckett, lead inspector

Ofsted Inspector

Kerry Partington

Ofsted Inspector

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