

Inspection of a good school: Amington Heath Primary School and Nursery

Quince, Amington, Tamworth, Staffordshire B77 4EN

Inspection dates:

23 and 24 April 2024

Outcome

Amington Heath Primary School and Nursery continues to be a good school.

What is it like to attend this school?

This is a friendly school where pupils build positive relationships with staff and each other. Many pupils join the school partway through their primary education and they are warmly welcomed and settle in quickly.

The school has high expectations for pupils' achievement. Staff aim to make learning an adventure for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils generally achieve well because they are excited by their learning and want to do their best.

Pupils follow the behaviour rules of 'respectful, responsible and ready'. They mostly do not disturb each other's learning. Staff manage the behaviour of pupils who need extra support well. This makes pupils feel safe in school. The playground is exceptionally well equipped and managed at breaktimes. Pupils can always find something exciting to do, such as riding scooters, ball games or construction play. There are also quieter activities available if pupils prefer, such as reading in the gazebo. Some pupils are 'play experts', who check that everyone enjoys playtime.

Pupils can attend clubs, such as drama, cookery and film club. The selection of clubs on offer changes regularly. This ensures that all pupils get the chance to develop their interests and talents.

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

The school has thought carefully about how to organise learning for the pupils of Amington Heath. Leaders have designed an ambitious curriculum that supports pupils, including those with SEND, to learn well. Pupils learn important knowledge and skills through a series of 'mini adventures' that begin with a 'stunning start' and end with a 'fantastic finish'. This means pupils always have a clear purpose for their learning. Regular

assessment, such as the Flashback Friday quiz, helps teachers to identify what pupils can remember from previous mini adventures. As a result, staff are able to adapt new learning to build on what pupils already know.

The school has sequenced the curriculum so that pupils develop their skills over time. For example, the youngest children in Nursery use story maps to plot traditional tales. Children in Reception identify features on a simple map. Pupils use their mapwork skills to navigate the local town trail and by the time pupils are in Year 4 they confidently use compass points and grid references. In Year 6, pupils develop this even further by using Ordnance Survey maps to complete orienteering challenges on a residential trip.

Teachers have good subject knowledge. They select engaging materials and activities. For example, in mathematics lessons teachers follow a familiar structure so pupils know what to expect and feel confident to challenge themselves. Teachers design additional arithmetic sessions that focus on any specific areas that pupils need to learn. This means that gaps in mathematical knowledge are quickly identified and addressed. However, pupils do not present their written work as neatly as they could in some subjects. Some pupils make repeated errors with handwriting and spelling. This hinders them from writing clearly and fluently.

Support for pupils with SEND is highly effective. The school has robust systems in place to identify and meet pupils' individual needs. Teachers make adaptations in lessons and provide support that helps pupils with SEND to achieve well.

Staff in the warm and welcoming early years focus on building children's communication skills right from the start. This sets firm foundations for later phonics teaching. Across the school pupils have opportunities to read every day. The school has made sure that pupils read books that reflect the cultural diversity of modern Britain. Staff are well trained in teaching early reading. They check that reading books match the sounds pupils know. There is extra reading help for pupils who need it. This ensures that pupils read with confidence and fluency by the time they leave the school.

The school prioritises good attendance. Where needed, the school provides support for specific pupils and for families who face difficulties getting their children into school regularly. As a result, most pupils' attendance is improving over time.

The school makes the most of every opportunity for pupils to learn outside. Pupils regularly learn subjects, such as mathematics and geography, in the exciting forest area. Children in early years enjoy a stimulating and well-equipped outdoor area that supports their learning. Pupils experience events, such as horse riding, whole-school sleepovers, and visits to different places of worship, to broaden their horizons. 'Aspirations week' each year opens pupils' eyes to a wide range of careers and encourages them to be ambitious. Pupils get the chance to be leaders, such as climate crew, well-being warriors and school council. Pupils become more responsible as a result of these opportunities.

The school's expert pastoral support helps pupils to manage and understand their feelings. This support is extended to families. The school sits at the heart of the local

community, and many parents and carers enjoy 'toddle and crawl' sessions, parent workshops and benefit from the school's food bank.

The school is well led by leaders who are passionate about providing the best all round educational experience for the pupils. Governors are well informed and assure themselves that the school's systems are working well. Staff feel valued, respected and well supported to do their jobs. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' expectations for the presentation of pupils' work are not consistently applied. Some pupils make repeated errors with handwriting and spelling and do not present their work as well as they could. The school should ensure that all staff consistently address handwriting, respond to errors robustly and maintain high expectations of presentation so that all pupils write fluently.

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 November 2018.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124176
Local authority	Staffordshire
Inspection number	10322777
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair of governing body	Tim Legge
Headteacher	Charlotte Davies
Website	www.amingtonheath.staffs.sch.uk
Dates of previous inspection	27 and 28 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school operates a breakfast club.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 this evaluation of the school.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the

extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector held meetings with the headteacher, the deputy headteacher, curriculum leaders and the special educational needs coordinator. She met representatives of the governing body and spoke with a representative from the local authority.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspector spoke with groups of staff and took account of views shared through the staff survey.
- During the inspection, the inspector met with groups of pupils both formally and during less structured parts of the day.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult.

Inspection team

Corinne Biddell, lead inspector

His 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 looked after children, 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 2024