



Anston Brook Primary School

Inspection Report

Unique Reference Number 131954
LEA Rotherham
Inspection number 282277
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Mrs Dee Brigstock CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Ryton Road
School category	Community		North Anston
Age range of pupils	3 to 11		Sheffield, South Yorkshire S25 4DN
Gender of pupils	Mixed	Telephone number	01909 550599
Number on roll	199	Fax number	01909 550519
Appropriate authority	The governing body	Chair of governors	Mr M Green
Date of previous inspection	15 January 2001	Headteacher	Mrs Christine Farmery

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Anston Brook is an average sized school. Most of the pupils are white British, with few from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average. When pupils start school their skills and knowledge are exceptionally low. The school has the Investors in People Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's evaluation that Anston Brook is a satisfactory and improving school, which provides satisfactory value for money. Likewise, new leadership and a revitalised curriculum in the Foundation Stage have improved the quality of provision in this area of the school to satisfactory. When children begin school their attainment is exceptionally low. They make satisfactory progress overall in the Foundation Stage. By the end of Year 2, standards have risen to average levels because pupils make good progress in Years 1 and 2. Progress is also good in Years 3 and 4 but learning for pupils in Years 5 and 6 has been badly affected by frequent changes of teachers for these pupils over the last two years. This weakness particularly affected the most capable pupils. However, the issue has been resolved, permanent staff are in place, and older pupils are now making satisfactory progress. Standards at the end of Year 6 are broadly average.

Teaching is satisfactory overall. Much is good but a small amount is undemanding, particularly for the older and most capable pupils. Although the quality of care, guidance and support is good overall, these pupils do not have enough guidance on how to improve their work. Pupils are keen to learn, enjoy school and are well behaved. The school works well in partnership with others to keep pupils safe and healthy, for example by providing a Breakfast Club.

Leadership and management are satisfactory overall, with some good features. The headteacher has an accurate understanding of the school's strengths and weaknesses despite being appointed less than a year ago. She has effectively raised staff morale and increased staffing stability, which has had a positive impact upon pupils' progress, demonstrating the school's capacity to improve. The monitoring of teaching is not rigorous enough to help teachers improve the quality of their work. Improvement since the last inspection is satisfactory.

What the school should do to improve further

Raise standards in English and mathematics for the most capable pupils in Years 5 and 6 by:

- using assessment information to plan challenging work for these pupils, checking closely the impact of this on their progress and taking further action as necessary
- ensuring that teachers' marking points out specific areas for improvement, linked to the pupils' targets, and that pupils act upon this advice
- providing teachers with more accurate feedback on how to improve the quality of their work so it improves further and has a positive impact on pupils' learning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children start school with exceptionally low standards, particularly in their language and communication skills. They make

satisfactory progress overall in the Foundation Stage, and good progress in acquiring personal and social skills. Despite this, by Year 1, few children reach the standards expected for their age. By the end of Year 2, pupils are attaining average standards and this represents really good progress in Years 1 and 2. This good progress continues in Years 3 and 4, where assessment is used well to plan the next steps in pupils' learning and teachers' marking is excellent in helping pupils to improve their work. In 2004 and 2005, older pupils suffered from prolonged staff absence and they had many changes of teachers over their final years in school. This resulted in unsatisfactory progress, particularly for higher attaining pupils in English and mathematics. Permanent class teachers are now in place and this is having a positive impact upon pupils' progress. Although standards in Year 6 are lower this year due to the attainment levels of this particular group, pupils are making satisfactory progress, with some average attainers exceeding their targets. However, the school's own data reveals a sharp dip in progress in Year 5, reflecting less effective use of assessment and marking. Pupils with learning difficulties and/or disabilities make satisfactory progress throughout the school because their targets for improvement are precise, and knowledgeable teaching assistants support them well. The school sets challenging targets for its pupils in English and mathematics and is successful in achieving these.

Personal development and well-being

Grade: 2

Pupils' enjoy coming to school, their attendance is good and they are keen to learn. Pupils' behaviour is good because all staff use the new behaviour management policy consistently. They are anxious to show their school in a good light. Bullying incidents are rare and pupils understand what to do if they are in trouble. They feel safe at school and state that, 'Our teachers do listen to us'. The newly formed school council's influence so far has been limited to improving play equipment for lunchtimes. However, older pupils show maturity and are keen to take on additional responsibilities, such as helping to supervise younger pupils at lunchtime.

Pupils adopt healthy lifestyles and play energetically. They take part in two hours of physical education each week plus a wide range of extra curricular sporting activities, including cheerleading. A 'Fruity Friday' successfully encouraged pupils to eat fruit. Pupils' work in science effectively supports the development of healthy lifestyles.

Pupils' spiritual, moral, social and cultural development is good. Pupils raise funds for a range of charities and regular theme weeks take place; recently these have included learning about life in the Caribbean and visits from Indian dancers. Pupils' basic skills and teamwork equip them satisfactorily for their future life.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. It is satisfactory in the Foundation Stage, where a recent change in leadership has resulted in a well planned curriculum and improved learning; a fact noted by several parents. However, these changes are still new and their impact is still being evaluated. Teaching and learning in Years 1 to 4 is good. Here, assessments are used very accurately to plan future lessons. This successful use of assessment and teachers' marking are not as good in Years 5 and 6 and, as a result, the rate of pupils' learning slows. Work planned for the most capable pupils in Years 5 and 6 is not tailored tightly enough to their learning needs or levels of interest. This slows their progress to only satisfactory levels. Teaching and learning are currently satisfactory in Year 6 but there is a significant dip in performance in Year 5 where teachers' marking is not specific enough to inform pupils how to improve. Relationships between all staff and pupils are good and pupils' behaviour is managed consistently well.

The school has very good systems for assessing all pupils' attainment, tracking their progress and diagnosing any shortfalls. This system is beginning to be used well to track and improve the quality of teaching, although its impact upon the progress of the most capable pupils is not yet sufficient. Pupils with learning difficulties and/or disabilities learn satisfactorily because their needs are catered for carefully and they have effective additional support.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and all statutory requirements are met. The Foundation Stage curriculum is well planned and includes a good amount of independent learning activities. In Years 1 to 5, the curriculum is well planned over the year but in the Spring term too much time is spent on English, mathematics and science in Year 6 in order to practise how best to answer 'test' questions. One Year 6 pupil commented on how she was bored by the amount of 'booster' work taking place. However, pupils find most lessons interesting, especially investigations in science. They like using the interactive whiteboards and where they are used well, pupils' concentration and learning is better. Pupils with learning difficulties and/or disabilities are included fully in lessons. Older pupils take on additional responsibilities provided and perform them well. Their personal, social and health education is good and they benefit from a good range of extra curricular activities, including coaching in football and information and communication technology, from Rotherham Football Club.

Care, guidance and support

Grade: 3

Effective child protection and health and safety systems promote pupils' well-being effectively. Pupils appreciate that the school needs rules to keep them safe and they follow these well. Good links exist with parents and outside agencies, particularly in providing additional support for pupils with learning difficulties and/or disabilities. These pupils are supported satisfactorily, ensuring sound progress. Good relationships exist between pupils and staff, which help create the caring and supportive ethos evident throughout the school. The large number of school clubs shows the high level of commitment of the staff to the pupils.

Academic and personal development of pupils, including those with learning difficulties and/or disabilities, is tracked well. The information gained is used effectively to support pupils' learning up to and including Year 4. It is not developed well enough in Years 5 and 6 where teachers' marking and planning are not precise enough, particularly for the higher attaining pupils. It is for this reason that inspectors disagree with the school's judgement that this aspect is good.

Leadership and management

Grade: 3

Leadership and management are satisfactory not good, as the school judges. This is because the improvements made by the new headteacher have not yet led to consistently good progress for pupils in Years 5 and 6. Also, the school's evaluation of pupils' care, guidance and support is inaccurate. The leadership has made important, practical improvements, including the appointment of permanent staff, creating a good learning environment and improving pupil behaviour. Also, the headteacher has successfully engendered a positive drive for improvement shared by an invigorated team of teachers. These developments have led to pupils' progress in Year 6 improving to satisfactory levels. Information from monitoring has given her a clear view on the effectiveness of teaching although feedback to teachers on the quality of their work is not rigorous enough to help them improve further. The school's targets for improvement are accurate and form a sound basis for the school improvement plan. However, the way the school intends to measure success against these targets is not specific enough to give a clear enough picture of how far improvements have been made and what still needs to be done.

Governors meet their responsibilities satisfactorily and the school's capacity to improve is shown by improved pupils' progress, better provision in the Foundation Stage, and the raised morale of staff. The school successfully includes pupils with learning difficulties and/or disabilities, and gives them full access to the curriculum. The school provides satisfactory value for money but its financial resources are stretched because of the cost of maintaining the fabric of an old building.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome in your school and for being so helpful when we asked you questions. We enjoyed talking with you, looking at your work and finding out about the things you like doing.

The things we particularly like about your school are:

- it is a very friendly and pleasant place to be and you enjoy attending
- your behaviour is very good indeed
- your classrooms look very nice
- everyone seems to get on well with one another
- your headteacher and teachers are making the school better.

We have asked your school to do these things now:

- make the work you do in Years 5 and 6 more challenging, especially in English and mathematics
- make sure that all the teachers tell you how to make your work even better when they mark it.

We hope you will carry on enjoying school and helping your teachers to make Anston Brook School a good place to learn.