

Anston Park Infant School

Inspection report

Unique Reference Number	106905
Local Authority	Rotherham
Inspection number	287644
Inspection dates	15–16 May 2007
Reporting inspector	Linda Murphy

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

Type of school	Primary
School category	Community
Age range of pupils	5–7
Gender of pupils	Mixed
Number on roll	
School	223
Appropriate authority	The governing body
Chair	Mrs Joanne Savory
Headteacher	Mrs S Brockwell
Date of previous school inspection	7 October 2002
School address	Park Avenue North Anston Sheffield South Yorkshire S25 4BT
Telephone number	01909 550011
Fax number	01909 550011

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is average in size and attracts more than half of its pupils from outside its immediate area. The majority of pupils are White British and all speak English as their first language. There are below average proportions of pupils known to be eligible for free school meals and with learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Every child is important and every minute counts in this outstanding school. Children thrive socially and academically. Their confidence grows and their independence develops exceedingly well because they are given lots of opportunities to be involved in decision making and to contribute hugely to the school and wider communities. Mutual respect is paramount and adults in school provide excellent role models. Pupils' excellent behaviour and their fantastic attitudes to work and play are a result of the excellent care the school provides. Pupils gain an excellent understanding about how to keep safe and the importance of caring for others. They know how important it is to live a healthy lifestyle.

Parents are wholeheartedly supportive of the school and are very pleased with the 'caring, creative and innovative teaching' and the leadership which is 'spot on!'. Parents agree that 'children could not have a better start to school life' because as they say, 'Anston Park Infant School is committed to the highest possible standards' and to giving pupils the 'best possible education'. In this it excels. No wonder it is such a popular choice of school with parents.

Children's levels in reading and writing on entry to the Reception classes are lower than expected for their age. Standards very rapidly improve so that by the beginning of Year 1 they are at least average and for a significant number of children are above average. This fast progress is built upon very well in Key Stage 1 so that by the end of Year 2 standards are high in reading, writing and mathematics. Pupils' achievement is outstanding because of the excellent quality of teaching and the tremendous learning that ensues.

In every year including the Reception year the curriculum is bursting with first-hand experiences and exciting visits and visitors. It is planned with great flair to capture pupils' imagination and to build progressively upon previous skills. The rigorous and excellent planning caters very well for pupils of the same age in different classes so that all have equal opportunities to learn and to derive pleasure from it. Pupils gain incredible enjoyment and fulfilment from the activities presented to them and become immersed in their learning.

Demanding targets and their very careful monitoring mean that pupils aim high and do the very best they can. They have an amazing work ethic and are very proud of their successes. Children are enthusiastic learners and parents say that this spills over into their homes because the school does much to help families understand how they can best help their children.

Leadership and management are excellent at all levels including governance. Senior leaders play a very crucial part in promoting the very successful climate for learning. The school has done very well since the last inspection and has an excellent capacity to go from strength to strength. It makes very good use of training and is able to sustain development as it constantly searches for ways to improve. It provides excellent value for money.

What the school should do to improve further

- The school knows exactly what it needs to do to maintain its outstanding performance so there are no issues to add.

Achievement and standards

Grade: 1

The school meets its aim for the achievement of the highest possible standards by the children. Rapid progress in the Reception classes enables children to quickly grasp the rudiments of reading, writing and numeracy which open many doors for their future learning. The high standards attained by the end of Year 2 contribute very well indeed to pupils' further education and economic well-being. Ambitious targets are usually met or even exceeded. They are shared with pupils and parents and all pull together to increase pupils' achievement. The careful monitoring of targets means that the school is alert to pupils' individual needs and is very good at diagnosing any likely problems. It readily puts in extra support to boost pupils' attainment, such as that of boys in writing or for the slower learners in the Reception year. As a result, all groups of pupils, including those with special needs, gifts and talents, do very well indeed.

Personal development and well-being

Grade: 1

The pupils' outstanding spiritual, moral, social and cultural development is underpinned by their great enjoyment of school, very positive attitudes and exemplary behaviour. Pupils are really kind and considerate and enjoy excellent relations at all levels. They clearly know the difference between right and wrong and the importance of fairness, justice and honesty because they have excellent role models and plenty of opportunities for discussing important issues. Through the curriculum and assemblies pupils gain a good understanding of different races, cultures and faiths. They take an active part in school life, taking responsibility such as when they become council members, playground helpers and playground buddies. Pupils know how to keep safe and understand the importance of a healthy diet. They enjoy their daily milk and value the many opportunities for exercise. Pupils develop excellent skills of citizenship, practising enterprise skills such as when they wrote and sold their anthologies, 'Pit Poems', about working in a coal mine. Their highly developed basic, personal and social skills mean that they are very well prepared for the future. Attendance is good for most children. It is let down by some families who take their children on holiday during term time, leaving children to catch up with their school work on their return.

Quality of provision

Teaching and learning

Grade: 1

Throughout the school, the quality of teaching and learning is first-rate. Children are amazingly keen to learn because the teaching is very varied, bright and breezy. Questioning probes children's understanding and they respond with eagerness because relationships are supportive and friendly. Children's excellent behaviour and attitudes to learning set them in good stead to listen and learn quickly. Lessons move at a good pace because they are very well organised. Detailed planning takes account of children's particular needs and so no time is lost. The classrooms are very conducive to children's independent learning. Children are not too reliant on adults: within the supportive atmosphere they learn, for example, how to check their work, help others and refer to books to find information. There is an excellent balance between teacher-directed activities and opportunities for children to explore and make choices. Teaching assistants work very effectively with individuals and small groups of pupils developing their

basic skills including speaking and listening. Pupils agree that 'Teachers will sit with you until you've got it.'

Curriculum and other activities

Grade: 1

The imaginative curriculum very successfully fosters children's enjoyment in learning. It is inspirational, purposeful and carefully designed to make very good links between subjects and to meet the needs of all pupils including those who are more able and those who have learning difficulties and/or disabilities.

The curriculum is successfully adapted to make it more 'boy friendly' through an excellent choice of themes and visits. This inspires boys (and girls) to make even faster progress. Excellent practical tasks engage children's interests. For example, a visit to Sherwood Forest, involved children making shelters to live in the style of Robin Hood. Pupils very much enjoy the 'special weeks' when they find out about particular topics such as African culture through the performing arts. A strong programme of personal and social education has a very positive impact on the pupils' knowledge of how to stay safe and healthy. Enrichment of the curriculum is first-rate through an excellent range of well supported after-school clubs, many involving exercise. These add very much to pupils' personal development and their generally high aspirations.

Care, guidance and support

Grade: 1

Every child is valued and supported through an outstanding level of pastoral care. The school provides a well controlled environment with appropriate procedures to ensure the health, safety, protection and welfare of the pupils. The headteacher sets a strong example of personal interest and care for pupils, which is reflected in the work of all members of staff. Pupils with learning difficulties and/or disabilities are welcomed and very well supported in school and through strong links with external agencies. Pupils' progress is checked very carefully. Any pupils not making the expected progress are quickly identified and given extra support. The high quality of data analysis and the setting of individual targets means pupils know how to improve. Pupils say perceptively, 'Teachers mark your work, say how well you've done and what you need to focus on to get better.'

Leadership and management

Grade: 1

The high standards achieved and the excellent care the school provides stem from the headteacher's excellent leadership and determination that each child will achieve success. Team spirit is very strong and as a result staff are always keen to share ideas and training, asking for help as required. Expectations are sky high because all staff and children strive for the highest standards. Excellent support is given by the deputy headteacher. Senior leaders are active and influence the school's work very well. For example, the team includes leading teachers for literacy and numeracy. Staff are very vigilant for the children in their care and look after them exceedingly well. Monitoring and evaluation are the cornerstone of the school's significant self-sustaining success. The governing body plays an important role in the support it gives and in the way it acts as a critical friend to make sure that the children receive the best of all worlds. Much support is given by parents and carers because the school actively involves them in their

children's learning and the life of the school. Partnerships with other schools and in the local community are excellent and contribute exceedingly well to children's learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Anston Park Infant School, Sheffield, S25 4BT

Thank you for your help when your school was inspected. Your families say: 'Children receive a wonderful education at this school.' Inspectors agree: Anston Park Infant School is an excellent school!

Yours is a happy school and this is important because when you are happy it is easier to learn quickly. The school builds on this so that you zoom along in learning how to read, write and work with numbers. This means that by the end of Year 2 you can do all of these things and much more beside to a high standard. This will help you very much when you go the junior school.

All of the grown-ups in school look after you outstandingly well. You know they will always help you if you are upset or worried. Your behaviour is excellent and you really enjoy your work and play. This is because the teachers always do their very best for you and find exciting things for you to do. You are very grown up and have lots of responsibilities which you take on exceedingly well.

These excellent things do not happen by magic. They come about because your headteacher and all the other people who run the school work ever so hard to make sure everything is just right for you. They are always looking to see how they can make the school even better.

You can help by continuing to enjoy school and by always doing your best. Your families can help by continuing to help you learn and making sure that you attend school regularly.