

Anston Greenlands Junior and Infant School

Inspection report

Unique Reference Number	106921
Local Authority	Rotherham
Inspection number	287649
Inspection dates	20–21 June 2007
Reporting inspector	Lynne Davies

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	5–11
Gender of pupils	Mixed
Number on roll	214
School	
Appropriate authority	The governing body
Chair	Mr D Latham
Headteacher	Mrs Anne Jones
Date of previous school inspection	9 September 2002
School address	Edinburgh Drive North Anston Sheffield South Yorkshire S25 4HD
Telephone number	01909 550557
Fax number	01909 568466

Age group	5–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils in this average size primary school come from predominantly White British backgrounds. A very small number of pupils speak English as an additional language. The proportion of pupils taking free school meals is below average as is the proportion with learning difficulties and/or disabilities. The school has a breakfast club and provides after-school care. It has achieved the Healthy Schools Award, ActiveMark Award and Investors in People status.

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 Greenlands is a satisfactory school with some good features. Principally, these relate to the care and personal development of pupils, the curriculum and partnerships with the local community.

Achievement and standards are satisfactory overall. On entry to Reception children's attainment is broadly in line with what is expected for their age. They make satisfactory progress through the school to attain standards that are broadly in line with national averages at the end of Year 6. Progress is more rapid in Years 5 and 6 as a result of good teaching and learning. Standards and achievement in English are somewhat better than in mathematics and science because well-planned strategies to engage and enthuse pupils in writing are having a positive impact. Whilst standards in mathematics and science are broadly average, pupils do not achieve as well as they could in these subjects. This is partly because teaching does not challenge all pupils sufficiently well. Another reason is that systems to assess and monitor pupils' progress have not, until recently, been rigorous enough to identify and tackle underachievement. New assessment systems look promising, but have not yet had time to impact on raising standards and achievement.

Parents say that the school is friendly and approachable and the whole environment welcoming. Pupils feel safe and valued because they receive good care. They eagerly take on many responsibilities such as lunchtime receptionists, school councillors and playtime friends. The school has worked hard to gain the Healthy Schools Award and ActiveMark and, as a result, pupils have a good understanding of the importance of healthy eating and exercise. At playtimes pupils energetically participate in their 'Huff and Puff' activities and enjoy using their new exercise equipment. The school's reward system encourages pupils to make sensible choices and pupils have targets to improve their work. Well-planned induction arrangements enable pupils to settle happily into school and prepare Year 6 pupils well for their move to secondary school. Parents report that Every Child Matters was at the top of Greenland's agenda before it became a government initiative. This ethos underpins pupils' good standards of personal development and the good level of care, guidance and support provided by the school.

The good curriculum provides well-planned, interesting, learning experiences. For example, the recent 'Planet X' week linked subjects together in an imaginative and creative way. Pupils were excited by the project and produced good quality work, which is proudly displayed. The curriculum is enriched by a host of extra-curricular clubs in sport and the arts. Information and communication technology (ICT) is particularly strong, linking all subjects and providing innovative resources for the teaching of literacy. Good use is made of outdoor learning for Reception children.

Teaching and learning are satisfactory with some good features. In the best lessons teachers use captivating resources to engage pupils' interest so that they enjoy learning and are challenged. However, in too many lessons, work is not matched as well as it could be to pupils' needs, especially the more able. Consequently, pupils do not consistently make the progress of which they are capable. Teachers' marking does not always give pupils the clear advice they need to improve their work.

Leadership and management are satisfactory with some good elements. The leadership team has had a good impact on the quality of care and the personal development of pupils, but has been less successful in promoting the same good level of academic standards and achievement.

Governors provide a good level of support and challenge for the school and have a clear view of its strengths and areas for development.

What the school should do to improve further

- Raise standards and achievement in mathematics and science.
- Improve the quality of teaching and ensure marking is more consistent in telling pupils how they can improve.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils begin Reception with average attainment. They make satisfactory progress in the Foundation Stage and reach the expected learning goals by the end of the year. This satisfactory progress continues in Years 1 and 2 where standards by the end of Year 2 are broadly average in reading, writing and mathematics. By the end of Year 6, standards in English, mathematics and science are average. Achievement in English and mathematics is satisfactory overall, but only just so in mathematics. Here standards are not as high as they should be given pupils' earlier attainment, particularly that of more able pupils. Over the past two years achievement in science has been inadequate. The school is beginning to tackle this underachievement but the full impact of this work is yet to be seen. Pupils with learning difficulties and/or disabilities make good progress because their needs are identified quickly and they receive well-planned support.

Personal development and well-being

Grade: 2

Standards of personal development are good. Pupils are confident and enjoy coming to school, which is reflected in their high level of attendance. They feel valued and say, 'When you've done something good, you get lots of praise.' Pupils' behaviour is satisfactory. It is generally good around the school and in lessons they find interesting. However, some find it difficult to sustain concentration in lessons that lack pace or do not provide enough challenge for all. Pupils say they feel safe and free from bullying and are confident approaching staff with a concern or a worry. All pupils know about the importance of leading a healthy lifestyle and participate in a variety of sporting activities both during the school day and after school. Pupils take pride in their roles and responsibilities and gain confidence and skills, for example by raising money for new play equipment and taking part in the design and tendering process. Pupils' spiritual, moral, social and cultural development is good because the school gives them opportunities to learn about other cultures through, for example, links with a school in Africa and visits to a local mosque. Assemblies are effectively used to create moments of reflection in a busy day.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with some good features. Typically, teaching allows pupils to make steady progress. There is a range of strengths and weaknesses in most lessons. Features preventing satisfactory teaching from being good include teachers talking for too long, resulting in pupils losing concentration and slowing the pace of learning, and work not being matched sufficiently well to the range of pupils' needs, for example challenging more able pupils. Where teaching is good, pupils of all abilities are challenged and stimulating resources are used to engage and maintain their interest. Teaching and learning in the Foundation Stage are satisfactory with some good features, for example in activities to promote children's language and communication skills.

Curriculum and other activities

Grade: 2

The curriculum is adapted to motivate pupils by providing regular cross-curricular theme weeks. Pupils speak of these enthusiastically and in response have produced some good work in art, drama, writing and ICT. Regular visits to places of interest and residential visits bring the outside world into classrooms. Poets, authors and performers visit the school regularly and enrich the curriculum. Writing with a purpose has become a key feature, for example in the Reception class children were eager to write letters to 'Train Driver Ted' from whom they had just had a visit. Older pupils work alongside younger ones on problem-solving exercises, which are helping to develop pupils' social and personal skills as well as providing opportunities for thinking and creativity. A wide range of sporting and arts based extra-curricular activities contribute well to pupils' good personal development. The school makes good use of partnerships to enrich the curriculum, for example, French is taught in Years 5 and 6 by specialist staff from the local secondary school. In the Foundation Stage there are well-planned activities to encourage children's independence. Pupils with specific gifts and talents have opportunities to take part in additional out of school activities, arranged by the local authority.

Care, guidance and support

Grade: 2

Procedures to safeguard and secure the health, safety and well-being of pupils are in place. The welfare of vulnerable pupils is supported by strong links with outside agencies. Some good reward systems to improve behaviour have been introduced, such as golden time, golden tickets and celebration assemblies. Pupils are aware of targets to improve their work in numeracy and literacy. They say these help them do their best and focus their efforts on achieving the next level. Marking, however, is not used consistently well to indicate to pupils what they need to do to improve their work. Pupils with learning difficulties and/or disabilities are quickly identified and are given effective support by skilled staff: as a result they make good progress. Parents overwhelmingly support the efforts the school makes to provide good care and guidance. They make good use of a variety of family learning programmes which help them to support their children's learning at home.

Leadership and management

Grade: 3

The leadership team's accurate evaluation of the school's strengths and areas for development provides a platform for further improvement. The impact of leadership is seen in the good personal development and care of pupils, in the curriculum and in good financial control. However, there has been less impact on raising standards and achievement. Restructured leadership teams are beginning to promote school improvement through newly established, rigorous monitoring systems. These have already had some positive impact on raising standards of writing. Governors are very actively involved in school life, they support the school and hold it to account. The new Foundation Stage leader has put good assessment systems in place to accelerate children's progress. The provision for pupils with learning difficulties and/or disabilities is well managed. The school provides satisfactory value for money.

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Annex A

Inspection judgements

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

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 Greenlands Primary School, North Anston, S25 4HD.

Thank you so much for the warm welcome you gave us when we visited your school, we very much enjoyed the two days we spent with you. We think yours is a satisfactory school and it has some good features.

You told us that you feel safe at school and have learned a lot about keeping healthy. Your teachers have planned really exciting themed weeks for you and you have lots of opportunities to take part in clubs and activities after school. You told us how much you enjoy all these events and how much you learn from them. We admired the way you have all worked so hard to improve your playground and it was lovely to see you enjoying your 'Huff and Puff' activities at lunchtime.

We think you can do some things better. We would like the standards and achievement you get in mathematics and science to be higher and we want all your lessons to be as good as the best ones.

Everyone must work hard for these things to happen. You have a very big part to play by doing your best.