



# St Ann's Junior and Infant School

## Inspection Report

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**Unique Reference Number** 131415  
**Local Authority** Rotherham  
**Inspection number** 293747  
**Inspection dates** 20–21 November 2006  
**Reporting inspector** Joan McKenna

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

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<b>Type of school</b>	Primary	<b>School address</b>	St Leonard's Road
<b>School category</b>	Community		Eastwood, Rotherham
<b>Age range of pupils</b>	3–11		South Yorkshire S65 1PD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01709 828298
<b>Number on roll (school)</b>	450	<b>Fax number</b>	01709 835858
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs J Dale
		<b>Headteacher</b>	Mr Lee Rowan
<b>Date of previous school inspection</b>	11 March 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large primary school serves a very diverse community which has a higher than average level of deprivation. Almost 40% of pupils are entitled to free school meals. The proportion of pupils from minority ethnic groups is very high. Most are of Pakistani heritage, but 15 different minority ethnic groups are represented. Most of these pupils speak English as an additional language. While a minority are at early stages of speaking English, the number joining the school speaking little or no English is growing. The school has had an influx of such pupils over the past few years and the proportion entering the school other than at the usual times is higher than found usually. An average proportion of pupils have identified learning difficulties and/or disabilities. The school is part of an Education Action Zone. It has achieved several national standards such as the Active School and Arts Mark standards, Investors in People and the Basic Skills Quality Mark and is a Leading Aspect school for creating a positive culture for learning. The substantive headteacher is currently on secondment to another school and an assistant headteacher is acting as the headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory quality of education. It caters for pupils with a wide range of language and personal needs. It works hard, and with some success, to meet these. Aspects of care and support provided for pupils are good, especially for those who are particularly vulnerable or who do not speak English fluently. All pupils are welcomed and valued. Staff make sure that they feel safe and secure, although one aspect of its arrangements for safeguarding pupils that does not meet current requirements was drawn to the attention of the governing body. Nevertheless, good relationships mean that pupils are able to talk with adults about any concerns they may have and these are dealt with well. As a result pupils' personal development is good. Most pupils behave well, enjoy school and have good attitudes to their work. Meeting pupils' academic needs is challenging, especially for those who speak little English or who do not have experience of schooling in this country. These challenges have grown over recent years. Pupils enter with standards that are well below expectations. Good provision in the Foundation Stage results in them achieving well during this time, although they still do not meet expected standards by the time they enter Year 1. Standards at the end of both Key Stages 1 and 2 are significantly below average and have declined in recent years. Standards are lower in mathematics than in English. Pupils' achievement has been good in the past, especially in English, but currently it is satisfactory. Some good quality specialist support is provided for pupils at an early stage of learning English that helps them gain ground. However, there is insufficient support in lessons for these pupils and those with learning difficulties and/or disabilities. Teaching is satisfactory. There is a new and effective system to provide information about pupils' progress. The curriculum is good, with effective attention paid to broadening pupils' experiences. Leadership and management are satisfactory. Appropriate temporary arrangements are in place to deal with the secondment of the headteacher. There is a clear drive at senior level to promote improvement. This has its roots in senior leaders' accurate knowledge of the school's strengths and areas requiring improvement, central to which is stemming the decline in standards and ensuring better achievement. Good action is being taken to tackle this issue although some developments are new and have yet to have an impact. The effectiveness of middle leadership is more mixed. Good partnerships with other agencies, such as the Education Action Zone, enhance provision. The current satisfactory quality of education is being provided in the face of considerable challenge. The school is committed to improving further and is demonstrating a satisfactory capacity to do so.

### What the school should do to improve further

- Improve pupils' achievement, especially in mathematics.
- Improve the quality of teaching and ensure that more is consistently good.
- Ensure that information about individual pupils' progress is used to set tasks which fully meet their different needs.
- Ensure that all arrangements for safeguarding children comply with new requirements.

## **Achievement and standards**

### **Grade: 3**

Pupils enter the school with standards that are below expectations across all areas of learning. Standards are also significantly below average by the time they leave the school, and lower in mathematics than English. However, pupils' achievement is good in the Foundation Stage and is satisfactory across the school as a whole. Some individuals in Key Stages 1 and 2 make good progress but, overall, progress is satisfactory. This is partly because of the greater language and personal needs of pupils entering the school than was the case previously, especially those entering at other than the usual times. Pupils who are in the school for the whole of their schooling make better progress than others. Progress in English is better than in mathematics as pupils who speak English as an additional language receive some good quality specialist support to help them speak English. Pupils with learning difficulties and/or disabilities achieve satisfactorily.

## **Personal development and well-being**

### **Grade: 2**

Although a minority of pupils are unfamiliar with expectations of how to conduct themselves in school, often related to their prior experiences, most behave well and have positive attitudes to school. They are lively and friendly and have good relationships with each other and with staff. While the self-confidence of some pupils is fragile, often related to their fluency in speaking English, it is developed well through the support of teachers and their good participation in the many additional experiences provided for them. Pupils respond well to the opportunities provided for sport and physical activity and the encouragement to eat healthily. Pupils' spiritual, moral, social and cultural development is good and they feel safe and secure. Pupils performing a play in the assembly on the theme of anti-bullying showed a good awareness of how to behave towards others. Pupils contribute to school life well by, for example, membership of the school council or acting as mentors to others in the playground. Pupils are proud of their school: one small group said, 'This is a fun school where children from different cultures enjoy working and playing together.' Pupils' attendance is a little below the national average due to extended holidays taken in term time, which the school works very hard to discourage.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Teachers are patient and firm in managing pupils, helped by good relationships. Pupils are keen to learn and work hard. Some teaching is good, especially in the Foundation Stage and Year 1. Lessons here are characterised by well timed tasks which maintain a constant and consistent focus

on improving achievement for all pupils. When planning lessons in English and mathematics, teachers generally take into account pupils' differing learning needs, including the needs of pupils learning English as an additional language. However, sometimes individual needs are not given enough attention. Teaching assistants generally make a positive contribution to pupils' learning in lessons but are not always well directed to help pupils with more challenging learning needs. The recent deployment of bilingual assistants in the Foundation Stage and Year 1 is an emerging strength, as they allow pupils to progress well when working in small groups. Pupils are given some information on how well they are doing, but not always clear enough guidance on how to improve their work. Assessment of progress is very effective for pupils receiving specific support for learning to speak English.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum helps to promote a positive climate for learning. It covers all required subjects and provides many activities to promote pupils' personal development. Curriculum provision for English and information and communication technology is good and for mathematics it is satisfactory. Pupils at the early stage of learning English as an additional language receive good specialist support. Activity days and themes with cross-curricular links enhance the development of literacy skills as well as pupils' understanding of important social issues such as bullying. Good use is made of business partnerships for helping children to read. A wide range of enrichment activities, including residential opportunities for all pupils in Years 2 to 6, makes an effective contribution to pupils' personal development. There is a good personal, health and social education programme. Positive links with the Education Action Zone enhance the provision for both academic and personal development.

## **Care, guidance and support**

### **Grade: 3**

There are good features to the care, support and guidance provided for pupils. Vulnerable pupils, and those with low self-esteem, receive a particularly high quality of support from a very dedicated group of staff liaising closely with external agencies. The school manages some challenging learning and behavioural needs well. Valuable sessions are run occasionally to help parents support their children in overcoming barriers to learning. Specific support for pupils speaking English as an additional language is good and for pupils with learning difficulties and/or disabilities it is satisfactory. Staff have received appropriate training in child protection procedures and site risk assessments and for trips are effective. However, one aspect of the school's arrangements for safeguarding pupils which does not meet new requirements was reported to the governing body. This is one of the reasons these aspects are satisfactory rather than good as the school judged them to be. Another reason is that information on how pupils are progressing is not used consistently well to guide teachers' planning.

## Leadership and management

### Grade: 3

Senior leaders are well organised in their approach to improving the school. They have a good understanding of its strengths and the areas requiring improvement. Inspectors agree with almost all of the judgements the school makes about itself. Senior leaders have identified the right priorities to be tackled and are taking appropriate actions to help ensure that the wide range of pupils' learning needs is met when they start school. However, some developments are new and have yet to have an impact. Middle leaders take action to improve their areas of responsibility, but monitoring the effectiveness of provision and the impact it is having on pupils' achievement is less strong. Governance is satisfactory. The chair is knowledgeable but, although she is working to help develop other governors' understanding, not all are involved fully enough. The school has made satisfactory improvement since the last inspection and provides satisfactory value for money. The large majority of parents expressing views about the school are happy with it. The school is working hard to improve the quality of education it provides and recent positive developments, particularly the good action being taken to stem the decline in standards, demonstrate the capacity of the school to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
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

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
Do procedures for safeguarding learners meet current government requirements?	No
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**

Thank you for being so friendly and making us feel welcome when we visited your school recently. We enjoyed talking to you and watching you learn very much.

What we liked most about your school.

- You like school and enjoy your lessons.
- You get on well together, play nicely with each other and you behave well.
- Your teachers and other adults in your school look after you well. They make sure that you feel safe and well cared for.
- The school provides a good range of interesting activities and trips for you.
- The school gives some good support to those of you who are learning to speak English.
- Your school leaders are working hard to make the school even better for you.

What we have asked the school to do now.

- Help you to learn even better, especially in mathematics.
- Try to make all lessons as good as the best.
- We would like teachers to use information about how well you are learning to give you work that suits your different needs better.
- To make sure that some new advice that has been sent to schools about how to make sure you are kept safe is followed in full.

You can help your teachers by working hard in the future like you do now and by attending school regularly. I hope that you continue to be happy at school.