

# Anston Hillcrest Primary School

## Inspection report

---

<b>Unique Reference Number</b>	106922
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	309262
<b>Inspection date</b>	4 December 2007
<b>Reporting inspector</b>	Tony Painter

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gail Foster
<b>Headteacher</b>	Mr David Carter
<b>Date of previous school inspection</b>	24 November 2003
<b>School address</b>	Hawthorne Avenue South Anston Sheffield South Yorkshire S25 5GR
<b>Telephone number</b>	01909 550022
<b>Fax number</b>	01909 550022

---

<b>Age group</b>	3–11
<b>Inspection date</b>	4 December 2007
<b>Inspection number</b>	309262

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated in detail the following issues: the quality of teaching and learning, the impact of the curriculum on pupils' performance and the effectiveness of leadership and management at different levels through the school. Evidence was gathered from the school's self-evaluation, published national assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with members of staff, pupils and governors and analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

## Description of the school

This is a medium-sized school set in a residential area. Almost all of the pupils are of White British heritage and the overall social and economic backgrounds are around the national average. The proportion of pupils with learning difficulties and/or disabilities is a little above average. However, the school also contains a speech and language unit that serves a much wider area. The pupils in these two classes have all been identified and given statements of special educational need in other schools before transferring here. As a result, the number of statemented pupils in this school is well above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Outstanding leadership has led to substantial improvements since the last inspection, despite significant staff changes. The headteacher has established a very strong and effective senior leadership team, which is working well with all staff to promote pupils' learning. There is a very strong sense of teamwork among all staff and a shared vision of how pupils' progress can be accelerated. First-rate improvements, such as in the extensive assessment systems and their consistent use in planning lessons, indicate that the school has outstanding capacity to continue to improve.

Most pupils join the school in the Nursery with attainment that is around the levels expected for their ages. However, significant numbers of pupils also join the school's speech and language unit classes at other points in their school lives. All of these pupils have been identified in their previous schools as having substantial special educational needs and their standards of attainment are usually lower than expected for their age. All pupils, in unit or mainstream classes, achieve well through the school because teaching is good. The school sets very challenging targets for pupils of all abilities, which most reach or exceed. Standards by Year 2 have risen significantly over recent years as a result of the improving provision and are now above average. Standards by the end of Year 6 are generally above average. However, overall standards vary from year to year depending on the proportion of pupils with learning difficulties and/or disabilities.

Teachers establish very good relationships in their classrooms and their effective organisation ensures that little time is lost. Planning is detailed and pays good attention to pupils' prior abilities. Identified targets are used constructively to help pupils and teachers to be aware of how well pupils are learning. Many parents commented on how teaching is carefully tailored to their children's needs and leads to good progress. Teachers make good use of assessment information to ensure that tasks are well matched to promote effective learning. Regular reviews of pupils' progress are also used successfully to identify any pupils who may be falling behind. An extensive and well-targeted range of additional classes and groups enable staff to support and monitor these pupils' progress. Support staff play a very positive role by working closely with teaching staff to ensure that pupils' needs are effectively met. Pupils attending the speech and language unit classes receive good specialist support.

Pupils say that they enjoy their learning because teachers 'make it fun'. Certainly the revised Key Stage 1 curriculum includes a wealth of well planned work, which very successfully promotes pupils' creativity alongside an appropriate emphasis on basic skills. Work has been planned to meet pupils' interests as well as their needs, for example in promoting boy's writing within topics such as aliens. Displays of pupils' past work show the high quality of this approach and the very successful ways that pupils' learning in different subjects has been effectively linked and supported. This style of curriculum has now been successfully extended to Key Stage 2 and is providing an outstanding range of experiences for pupils. Teachers use an extensive range of resources to capture pupils' attention and make increasing use of well chosen visits and visitors to extend experiences and enliven learning. The clear curriculum framework ensures purposeful learning and pupils' progress is systematically monitored.

A significant feature within pupils' learning is the focus on education about business and enterprise. The impact of the initial short-term projects that the school set up has been extended and this work is now incorporated into the main curriculum. An identified range of key business

and enterprise skills is now addressed through many aspects of pupils' work in different subjects. Teachers and pupils make effective use of these skills when assessing the success of their work. The attendant emphasis on group work, discussion and joint decision making is making an outstanding contribution to pupils' social development and their preparedness for later education and the world of work.

The high quality of provision and relationships ensure that pupils develop outstanding attitudes to school and to their work. Their spiritual, moral, social and cultural development is excellent. Pupils pay very good attention in their lessons and are keen to contribute with questions and comments. In discussions throughout the school they listen carefully to adults and to each other before making thoughtful and pertinent responses. Pupils develop an extremely strong understanding of how to be healthy and speak forcefully of the need to ensure that they eat fruit and take plenty of exercise. School council members talk animatedly about the plans that they have to improve the school. Many are intensely proud of the responsibilities that they take, including acting as playground buddies and as prefects. Pupils throughout the school behave extremely well and have a clear sense of right and wrong. They are very confident of the school's behaviour code, and say that this means that the very few incidences of unsatisfactory behaviour are quickly and fairly dealt with. It is a reflection of the first-class care and support that pupils feel safe and completely confident that teachers and other staff would always deal fully with any concern.

The establishment of the senior leadership team has very successfully supported the headteacher's clear vision for the school. This is now an extremely effective team with complementary skills and a relentless drive for improvements. It has the full confidence of staff and governors, who appreciate the practical support they are given and the opportunities they now have to help shape the school's development. Monitoring by the headteacher and senior staff is detailed and extensive, giving a very accurate view of the school. This knowledge is being very effectively used to determine a wide but completely appropriate range of developments. Extremely thorough planning ensures that developments stay on track and all staff are fully aware of priorities and their roles in helping the school to improve. Subject coordinators and governors, for example, are now making a greater and more purposeful contribution to this process and the school has good plans to further extend the roles of both.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The quality of education provided for children in the Foundation Stage is good, as the school believes. Children settle quickly into school routines, behave well and show enthusiasm and enjoyment in their learning. Their natural curiosity is well stimulated by the provision of a good range of experiences within all the areas of learning. A good balance is maintained between teaching children new skills, such as blending letter sounds, and encouraging them to explore and learn independently. Regular and accurate assessments of their progress are carried out and used to ensure that their learning needs are met. The new Foundation Stage leader is well supported by senior staff in managing provision.

### **What the school should do to improve further**

The school has an extensive and well targeted development plan, which successfully embraces all relative weaknesses. No additional issues need be identified.



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	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 Hillcrest Primary School, Sheffield, S25 5GR

Many thanks for the kind way you welcomed me when I visited your school. You were all extremely polite and keen to talk to me about your work and your school. You were a great credit to yourselves, your school and your parents or guardians.

You told me that you think you go to a great school and I agree it is outstanding. You explained how much you enjoyed all the school had to offer both in and out of the classroom. I was particularly impressed by the way all the pupils and adults get on so well together. This helps you to feel confident in lessons and always be willing to 'have a go' even when the work is challenging. You are very mature, confident and articulate young people with a very good understanding of keeping safe, eating well and being healthy. You show great consideration for each other and are keen to take on responsibilities such as becoming members of your very active school council.

You are taught well and are good learners. A lot of the work I saw was of good quality. Your teachers track your progress well and you have a good understanding of the targets you are set.

The headteacher, teachers and governors know the school really well and have a clear idea of what is needed to keep making it even better. All the staff are very keen to work together to keep on improving the school as much as they have done recently. They are so clear of what they need to do that there has been no need for me to point out how to improve, they've already got it planned!

You can help by carrying on doing you best and trying your hardest, just as you have already shown that you can do so well. I wish you all the very best for the future.