

# Anston Park Junior School

## Inspection report

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<b>Unique Reference Number</b>	106896
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	324481
<b>Inspection dates</b>	20–21 May 2009
<b>Reporting inspector</b>	Andrew Clark

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 category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Waterfield
<b>Headteacher</b>	Mrs Jo Leishman
<b>Date of previous school inspection</b>	25 January 2006
<b>School address</b>	Park Avenue North Anston Sheffield South Yorkshire S25 2QZ
<b>Telephone number</b>	01909 550779
<b>Fax number</b>	01909 550779

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

The school is larger than average. The percentage of pupils eligible for free school meals is below average. The vast majority of pupils are from White British families and none of them speak English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is average.

The school has achieved the Healthy Schools Award, Excellence in Enterprise and Investors in People.

The headteacher and several members of staff are new to post since the last inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Effective leadership, at all levels, leads to good achievement and above average standards. As a result, Anston Park Juniors is a good school. Pupils develop the skills to be independent learners because of the good quality of teaching and stimulating curriculum. Good care and guidance enables all pupils to thrive in a happy and inclusive community. Parents say, 'The school provides excellent learning opportunities and is consistent and very supportive.'

Pupils start Year 3 with above average standards. Pupils make good progress throughout school towards challenging targets and leave with comfortably above average standards. Standards are particularly high in reading and mathematics, with a significant proportion of pupils working at high levels. Pupils make the best progress in developing their basic skills when the work set is relevant to them and linked to other subjects. Those with learning difficulties and/or disabilities make good progress, as do the gifted and talented, because of good provision for their needs.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils behave well and show tolerance, respect and care for others. Attendance and punctuality are good. Pupils have a firm understanding of how to live healthily and take full advantage of many opportunities for physical activities. They take their many responsibilities seriously. They show enterprise and initiative by running a thriving healthy tuck shop and through leadership roles on the class and school councils or eco-committee.

The quality of teaching and learning is good. Relationships are excellent. Teachers' expectations are high because of the good use of highly accurate assessments of pupils' progress to set targets in all lessons. Teachers make good use of interactive whiteboards to make learning exciting. However, they do not provide enough opportunities for pupils to use information and communication technology (ICT) skills in different subjects and so their achievement in this area is satisfactory rather than good. The curriculum is also good. The teaching of literacy and numeracy skills is increasingly interwoven into other subjects to make learning relevant and meaningful. Pupils develop a good awareness of the social and ethnic diversity of modern life through exciting first-hand experiences such as email links with America and projects and community projects on Indian and African cultures. Care, guidance and support are good. All adults are very supportive and enjoy good relationships with parents. This is especially effective in supporting the progress of pupils with learning difficulties and/or disabilities. The school has rigorous systems to track pupils' academic and personal achievement and these are used effectively to provide targeted support for vulnerable pupils and raise achievement.

Leadership and management are good. The headteacher has enabled all staff to successfully take leading roles in bringing about improvements and raising achievement. Governors provide good levels of challenge and support because they are well informed and fully involved in school development. The school makes a good contribution to community cohesion and equality of opportunity. Rigorous self-evaluation and strong development planning underpin the school's good capacity to improve further.

### What the school should do to improve further

- Make sure that pupils' work is relevant to their interests and other studies so they make as good progress in developing their basic skills as they can.
- Ensure pupils use and apply their ICT skills in other subjects.

## **Achievement and standards**

### **Grade: 2**

Pupils' progress is good because teachers make very good use of robust and accurate assessment procedures to set work which is challenging and achievable. This has led to a good trend of improving standards and addressed a period of underachievement which arose through some staff turbulence and some unsatisfactory behaviour by pupils. The school is now especially effective at identifying pupils who are not making the progress predicted from their earlier work and providing sharply focused support. As a result, pupils with learning difficulties and/or disabilities progress well in all aspects of their work. Standards in writing have risen due to a whole school initiative arising from in-depth analysis of pupils' achievement by the subject leader. Similarly, opportunities for problem solving in mathematics and science aimed at the more able and the gifted and talented have had a good impact on their achievement. Pupils develop skills in ICT through dedicated teaching sessions. However, they do not reach the highest standards they could because too many opportunities are missed to make full use of technology in other lessons.

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

### **Grade: 2**

Pupils' positive attitudes and good behaviour contribute well to their learning. This is a good improvement since the last inspection. Pupils thoroughly enjoy school because there is plenty to do and lessons are fun. Pupils have very firm views on what constitutes a healthy balanced diet and how they can achieve it through school activities. There are many opportunities for pupils to take responsibility in and around school and they always rise to the challenge. Pupils feel safe and valued. They learn how to take risks safely through residential visits and role-play activities such as Crucial Crew and they have a satisfactory understanding of how to use the Internet safely. Attendance is above average and most pupils are punctual. Pupils' spiritual, moral, social and cultural development is good. They show tolerance and have a good understanding of different cultures and faiths because of increasing first-hand experiences. They are inspired by the work and ideas they see around them and also by motivating assemblies. Pupils are well prepared for their future learning because they develop good skills for working both independently and collaboratively. They develop effective citizenship skills by democratically electing and managing their school and class councils, running their own Credit Union Bank, managing the healthy tuck shop and through roles as peer mentors.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Most lessons observed are good and range from satisfactory to outstanding. Lessons are well planned to incorporate motivating and practical activities, with many opportunities for pupils to experiment, find out things for themselves and to share ideas with others. The purpose of the lesson is clear to pupils and they know what is required to succeed, whatever their ability. Relationships are positive and classrooms are often stimulating places in which to learn. Occasionally, displays providing literacy and numeracy facts are too small for pupils to use as a tool for learning during the lesson. Skilful questioning enables teachers to determine how well pupils are learning and whether they require further help to make even better progress.

Very well trained teaching assistants provide closely focused support in lessons for pupils of all abilities and provide well planned literacy and numeracy programmes for lower attaining pupils. Teachers' marking is thorough and every effort is made to help pupils know how well they are doing and what they need to do next. Work is well matched to pupils' needs.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is rich, varied and stimulating. It successfully develops pupils' learning skills and enhances their ideas because of the chances provided for them to apply their learning and solve problems. Exciting projects have successfully improved achievement in writing and given pupils real experiences of the world of enterprise and finance. Increasingly, focused literacy and numeracy activities are carefully woven into all subjects and complement basic skills lessons. Occasionally, work is not relevant enough to pupils' interests and other areas of study and progress is limited as a result. Good provision is made for pupils' personal development, especially for pupils with emotional and learning difficulties and/or disabilities. There is a wide range of after-school activities to develop sporting, musical and other interests and these are well attended by all groups of pupils.

## **Care, guidance and support**

### **Grade: 2**

The welfare and safety of pupils is at the centre of all the school does. Parents hold the quality of care and support provided by the school in high regard. Procedures to keep pupils safe and free from harm meet current requirements. As a result, pupils feel safe and respected. Arrangements to support pupils on entry from the infant school and when they transfer to the secondary school are good. Good provision is made for more able pupils and those with learning difficulties and/or disabilities through grouping arrangements and well targeted activities. The school successfully promotes good attendance. Procedures to ensure that all pupils know what they are aiming for, and what they need to do next to improve their work, are now good and have a positive impact on their achievement overall. Overall, staff make good use of regular observations, information from parents and rigorous assessment to guide pupils successfully in their learning. Very occasionally, teachers miss the opportunity to explain to pupils how their current learning will help them achieve their literacy and numeracy targets.

## **Leadership and management**

### **Grade: 2**

The headteacher has developed the leadership skills of all staff well and this has led to improvements in many aspects of achievement and personal development since the last inspection. She has established incisive monitoring and evaluation procedures for teaching and learning throughout the school and delegated responsibility well. As a result staff are reflective and self-critical and strive for high achievement. This has led, for example, to the effective deployment of well trained teaching assistants to maximise the achievement of pupils with learning difficulties and/or disabilities and ensure good equality of opportunity for all pupils. The self-evaluation procedures draw on the views of parents, pupils and governors and lead to precise and appropriate priorities for further development. Community cohesion is good because the school has developed good links with parents and the local community and is also increasingly providing pupils with links to others from different social and ethnic backgrounds.

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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?	2
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?	2
The capacity to make any necessary improvements	2

**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/or disabilities make progress	2

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Anston Park Junior School, Sheffield, S25 2QZ

Thank you for the warm and friendly welcome you gave the inspectors when we visited your school this week. I would like to tell you about the things we found out about your school.

This is a good school. You make good progress in your lessons and reach higher than average standards. Pupils with learning difficulties and/or disabilities make good progress because of the way they are helped to learn. Your personal development is good because you are happy and eager to learn. Your behaviour is good and you play and work together very successfully. You have a good understanding of how to keep fit and healthy and you take full advantage of the healthy school lunches, fruit snacks and regular strenuous activity in lessons and clubs. You take many responsibilities and make a good contribution to running the school. Your involvement in the school and class councils, roles as peer mediators and environmental officers help you to become responsible citizens. You have a good understanding of people whose lives are different from your own. You develop good learning skills so you are well prepared for secondary school.

The headteacher, staff and governing body run the school well. You are well taught and are given many fun things to do in your lessons. However, you do not use the skills you learn in ICT often enough in all subjects. There are exciting visits and good sporting activities, in which most of you take part. Occasionally, teachers miss the chance to make your progress even better by making sure the work they set you is interesting enough for you and linked to your other studies. The staff look after you well and measure your progress carefully. They use marking well to help you improve your work.

I have asked the school to make all your work relevant to your interests and subjects you are studying to help you make even more progress in developing your basic skills in literacy and numeracy. I have also asked them to give you more opportunities to use your ICT skills in other subjects. You can help by working hard and enjoying school.