

Anston Brook Primary School

Inspection report

Unique Reference Number	131954
Local Authority	Rotherham
Inspection number	328659
Inspection dates	16–17 June 2009
Reporting inspector	Joe Peacock

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	197
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Martyn Green
Headteacher	Dr Christine Farmery
Date of previous school inspection	22 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ryton Road North Anston Sheffield South Yorkshire S25 4DN
Telephone number	01909 550599
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Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This smaller than average size school is in a former industrial community which suffers significant economic and social disadvantage. The school has provision for Early Years Foundation Stage children in Nursery and Reception classes in a new, purpose-built unit. The new extension, opened in November 2008, also includes the two Key Stage 1 classes. Almost all pupils are of White British heritage. The proportion of pupils entitled to a free school meal is average and the proportion with learning difficulties and/or disabilities is above average. The school has gained a number of awards including Investors in People, Healthy School and Activemark. There has been significant staffing turbulence in Year 6 for the past two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Described as 'satisfactory and improving' in the previous report, the school has continued to improve under the skilled leadership of the headteacher. This is now a good school with outstanding features and provides good value for money. All staff work as an effective, united team whose overriding priority, as stated in the school improvement plan is, 'to raise attainment, enabling all to fulfil their potential'.

Pupils' achievement is good throughout and this reflects the consistently good quality teaching and learning. As a result of the good provision in the Early Years Foundation Stage, children's skills when they move into Year 1 are now broadly average and much higher than in the past. Pupils' good progress continues throughout Years 1 to 6. While standards at the end of both key stages are broadly average, they fluctuate from year-to-year, influenced by small numbers in year groups and variations in the prior attainments of pupils. In the 2008 national tests relatively few pupils achieved above average standards. Recent improvements in assessment and the careful tracking of pupils' progress enable teachers to identify quickly and support any pupils who are not achieving their full potential. Targets in each subject are higher this year to reflect the improving standards, especially for more-able pupils. A wide range of strategies to improve boys' performance, especially in reading, are successfully raising standards and closing the gap with girls' performance. However, there is more to do to raise standards further in English, mathematics and science.

Pupils' personal development is good. They thoroughly enjoy coming to school, because they feel safe and valued by the caring and supportive staff. Their positive attitudes to learning and their outstanding behaviour ensure all achieve well from their starting points. Pupils enjoy the wide range of visits and visitors on offer as well as the many school clubs which enhance the curriculum and provide them with enjoyable learning experiences. The good quality curriculum, which is regularly reviewed and improved, provides most pupils with challenging, interesting experiences tailored to meet their needs. However, provision for pupils' cultural development is limited. As a result, there are few opportunities for pupils to learn at first hand about different religions or to gain an understanding of other cultures.

Teachers and teaching assistants work effectively together to support pupils' learning. The close support and guidance for pupils with learning difficulties and/or disabilities enable them to make good progress. The good quality support and guidance provided for pupils raises their self-esteem and ensures that equality of opportunity for all is first class. Staff's caring approach is much appreciated by pupils and parents alike. 'Teachers are amazing' is typical of parents' comments.

Leadership and management are good. The senior leaders have successfully developed teams where staff share responsibility to improve all aspects of the school with a view to raising standards. Staff carefully assess pupils' progress at the end of each term and all are increasingly involved in monitoring the quality and effectiveness of their teaching. Governance is good. Governors are very supportive and have gained a good knowledge of the school from their frequent monitoring visits. As a result, the capacity to improve all aspects of the school's work is good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

'Staff work miracles with children' is a typical comment from parents about the good quality provision in the Early Years Foundation Stage that enables children to achieve well. When they enter school, many have skills which are well below those typical for their age, particularly in communication, language and literacy, and in their personal development. They arrive with a wide range of different pre-school experiences. By the end of Reception, most children have made good progress from their starting points because of the good quality teaching and learning. Almost all are working securely within expected levels in each area of learning at the end of the Foundation Stage. Staff keep comprehensive records on each child in the form of learning logs and they are currently developing more formal observation sheets to assess children's progress in greater detail and more accurately. Learning opportunities offer a well-judged balance of activities led by adults or chosen by children both indoors and outdoors. Outdoors, for example, a pizza takeaway role-play area provided some wonderful opportunities for the acquisition of language, literacy and social skills. Children make exceptional progress in their personal development and this is outstanding. They behave very well and are extremely happy, sociable learners. The welcome they give visitors is heart warming. Most become very independent, deciding when to have their snack and organising their own food and drink. Visitors and visits enhance the children's learning and allow them to become involved in the nearby community. The team in the unit are well led and work in harmony together. They are keen to build even stronger partnerships with parents so that they can be more involved in their children's learning.

What the school should do to improve further

- Raise standards by Year 6 in English, mathematics and science.
- Provide more opportunities for pupils to have first hand experience of other religions and cultures.

Achievement and standards

Grade: 2

Pupils build well on the skills with which they enter Year 1, which have recently been broadly average for their age. Standards by the end of Year 2 are average in reading, writing and mathematics. For almost all pupils, this represents good achievement from their starting points. Pupils' good progress continues throughout Key Stage 2 due to the consistently good quality of teaching, pupils' excellent behaviour and their willingness to learn. The overall trend in results by the end of Year 6 fluctuates, but few past pupils achieved above average standards. In the 2008 national tests, there was a significant dip in standards, especially in science. This was partly due to disruptions in staffing but also to the small size of the group. In 2008 standards are broadly average in English, mathematics and science but the raised targets in each subject for 2009 show an increase in the number who are expected to achieve above average standards. Pupils with learning difficulties and/or disabilities are making increasingly good progress by Year 6, largely due to the wide range of effective intervention strategies designed to support their learning and boost their confidence.

Personal development and well-being

Grade: 2

Pupils' personal development is not judged as highly as the school's own evaluation. This is because attendance is only average and pupils' overall spiritual, moral, social and cultural development is satisfactory. Although other aspects are good and have a strong influence on pupils' conduct and relationships in school, their cultural development is not promoted well enough to give them sufficient knowledge and understanding of life in today's multicultural society. Pupils clearly love coming to school and they have an excellent understanding of how to be safe and live a healthy lifestyle. The school's Healthy School and Activemark awards reflect the strength of provision in these aspects. Throughout the school, pupils' behaviour is outstanding. All rise to the school's high expectations of behaviour and are friendly, considerate and well mannered. Attendance is satisfactory and the school is doing all it possibly can to encourage pupils to attend regularly and punctually. The active school council has helped develop an anti-bullying policy and create a positive playground for pupils, as well as organising fundraising events. A well developed sense of right and wrong, excellent relationships with staff and one another, and good information and communication technology (ICT) skills give pupils a good platform for their future success.

Quality of provision

Teaching and learning

Grade: 2

The consistently good quality teaching and learning ensures that all pupils make good progress. Relationships within each of the classes are very good and all lessons are conducted in a positive and supportive atmosphere. Pupils invariably enjoy school as teachers try to inject humour and an element of fun into all learning. Thoughtful lesson planning ensures tasks are closely matched to pupils' different abilities. However, on occasions, teachers' lesson introductions to the whole-class are too long and not sufficiently tailored to meet the needs of all individuals. More-able pupils, for example, are not encouraged to move ahead and be more independent. The skilled support provided by teaching assistants gives pupils the confidence and help that they need to tackle new work and do well. Whole-class targets of 'must', 'should' and 'could' provide appropriate challenge for all and give pupils a clear understanding of what is expected of them. Pupils with learning difficulties and/or disabilities benefit from adult support in class and intensive support in short bursts out of the classroom.

Curriculum and other activities

Grade: 2

The current priorities of improving pupils' writing skills and developing teaching of a modern foreign language are helping to raise standards and add breadth to the curriculum. Staff frequently use the spacious and stimulating school grounds, where pupils have developed an allotment, to make a further significant contribution to learning in all areas. Computers are used effectively to support pupils' learning in all subjects and they develop new skills well in the new ICT suite. Staff plan an exciting curriculum including drama, music and computers, specifically designed to capture the interest and attention of boys. As a result, the gap in performance between girls and boys is closing rapidly. A wide range of extra-curricular activities, available throughout the year, further enhances the quality and effectiveness of the curriculum. Pupils relish the opportunity to take part in choir, football clubs, street dancing and literacy

based clubs. Visitors, such as the local church book group, who support school assemblies, and the European Week add further interest. However, the lack of opportunities within the curriculum for pupils to learn about and experience at first hand world religions and other cultures is limiting their cultural development.

Care, guidance and support

Grade: 2

The quality of care for pupils and systems to ensure their safety and well-being are of the highest standard and have a significant impact on pupils' development and their enjoyment of school. Safeguarding procedures are robust and meet current government requirements. All pupils, including the most vulnerable, are fully included in all aspects of the school day. Teaching assistants effectively support pupils' learning in and out of the classroom, ensuring equality of opportunity for all. Teachers' guiding comments when marking usually, but not always, inform pupils how to improve their work. Pupils are increasingly assessing their own work, giving them a better understanding of what is expected of them, and they all have challenging targets. Staff's termly meetings to assess pupils' progress quickly identify any who are falling behind and lead to the provision of additional support. Close and effective links with outside agencies ensure pupils with learning difficulties and/or disabilities have the support that they need to do well. Excellent procedures are in place to successfully promote outstanding behaviour. Pupils say that any problems are always dealt with quickly and appropriately by adults in school.

Leadership and management

Grade: 2

The highly respected headteacher, with the support of the recently appointed and experienced deputy headteacher and all staff, has ensured a period of continuous improvement since the last inspection. The recent staff turbulence in Year 6 has been managed well to minimise disruption to pupils' learning. The school is setting increasingly challenging targets. All staff work effectively as a cohesive team, sharing responsibility to build positive, supportive relationships, maintain the excellent atmosphere for learning and raise standards. As a result, the school is now good in almost all aspects and outstanding in some. 'By working together, nothing is beyond our reach' is part of the school's mission statement. Equality of opportunity is a key strength ensuring all pupils feel important and valued. Governors are strongly supportive of the school. They visit regularly and help with evaluating its effectiveness by asking key questions which hold the school to account. Self-evaluation is mostly accurate and relevant priorities for improvement are identified, taking into account the views of all involved with the school. Community cohesion is good. There are strong links with the local church and the local community, but the links are not as well developed with the international community.

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
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	2

The quality of provision

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

How effective are leadership and management in raising achievement and supporting all learners?	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	1
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**

Thank you for being so friendly and polite to me and my colleague when we inspected your school. You really made us feel welcome and helped us to find out all we needed to know about how well you work and learn. It was pleasing to see how much you and your parents like the school and your teachers too.

Yours is a good school in just about every respect and we judged your behaviour and your knowledge about keeping safe and healthy as outstanding. We could see for ourselves how much you enjoy school and all that happens there. There is so much to excite and interest you in lessons, and your teachers always do their best to make learning fun for each one of you. We thought that the street dancing was good and liked very much your new allotment area. All of you had interesting things to talk about such as the experiment with eggs in different liquids and clever ways to spell words such as 'because' by saying 'big elephants can add up sums easily'.

We could see how well you get on with your teachers and were impressed by how friendly you are with one another. In class, you really worked hard to finish all the interesting, challenging work. Year 4 pupils, for example, were really fast at doing their calculations in maths! I especially enjoyed listening to Foundation 1 singing and seeing Foundation 2 wearing their animal masks in the assembly about Noah.

To help your school improve even more, I have asked your teachers to concentrate more on helping you to improve your reading, writing, mathematics and science by the time you leave school in Year 6. I hope you work hard to help them as it will make such a difference to how well you do and the standards you achieve. I would also like them to give you more opportunities to meet people who have different religions and cultures from you so that, for instance, you can find out more about how they celebrate important festivals.

It was a pleasure to meet your headteacher and all the staff who take such good care of you. They are doing a good job, making school an exciting, happy place for you all.

Thank you again for your help.