

Anston Greenlands Junior and Infant School

Inspection report

Unique Reference Number	106921
Local Authority	Rotherham
Inspection number	336769
Inspection dates	19–20 May 2010
Reporting inspector	Rosemary Eaton

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Mrs Kim Bottomley
Headteacher	Mrs Anne Jones
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Nine lessons were observed, taught by seven different teachers. Inspectors held meetings with staff, groups of pupils and members of the governing body. They observed the school's work, and looked at samples of pupils' work, assessment information and other records, and a range of policies and other documents. The inspection team analysed the 86 questionnaires returned by parents and carers and those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of actions taken by the school to improve attainment and progress in mathematics
- how well teaching meets the needs of all groups of pupils and informs them how they can improve
- the extent to which the Early Years Foundation Stage has improved since the previous inspection and how leadership has contributed to this
- the school's work to enable pupils to engage with groups not represented in the local community and its impact on their cultural development.

Information about the school

Anston Greenlands is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. Most pupils are White British. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. There have been a number of staff changes since the previous inspection. At the time of the current inspection, one class was taught by a temporary teacher. The school has gained a number of awards including the Activemark, Advanced Healthy Schools status, Investors in People, and an award for enterprise. Before- and after-school childcare is managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Since the previous inspection, leaders, staff and governors have worked together successfully to tackle weaknesses and hence move the school forward. For example, teaching and learning, pupils' achievement and the provision for children in the Early Years Foundation Stage have all improved markedly, and all are now good. These developments have been achieved because leaders identify accurately what needs to be done, recruit specialist advice and support to find out about approaches that have worked in other schools and plan agreed actions with precision. As a result, for instance, pupils' ability to calculate has improved well. The school's clear picture and understanding of its current strengths and where more work is needed are further indications of its good capacity for sustained improvement. Leaders' analysis of assessment information has revealed that progress and attainment in mathematics remain less strong than in English and this highlights the need to provide more opportunities for pupils to develop further their ability to solve mathematical problems. In some respects, the best use is not made of all the information collected about each pupil's performance in key subjects. In particular, the school does not routinely identify how well individuals, groups or year groups have moved on from the time they joined the school. Because the focus tends to be on progress during the course of each separate year, leaders' perspective is narrowed and so there is potential for them to miss important trends.

'We are very enterprising,' one pupil observed, quite correctly. The motivating curriculum offers a host of opportunities for pupils to show initiative and they grasp these with enthusiasm. Pupils are justifiably proud of their work to raise funds for good causes and add even more variety to school life, for example by organising a talent competition. In all sorts of ways they make an outstanding contribution to the school and wider community. Their entrepreneurial skills, together with above average attendance, help to prepare pupils well for the next stage in their education. Good-quality care and support goes a long way to explain why they feel safe. Strong and effective partnerships with parents and carers, other schools and a wide range of agencies enhance many aspects of the school's work and hence pupils' achievement and well-being. By the time they leave, pupils are well-rounded individuals who think for themselves and demonstrate a strong community spirit.

What does the school need to do to improve further?

- Improve progress and attainment in mathematics by:
 - focusing particular attention on pupils' ability to solve mathematical problems

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- providing more opportunities for them to develop and apply their mathematics skills during lessons in other subjects.
- Develop leaders' use of assessment information by:
 - ensuring that tracking systems give a clear picture of each pupil's progress during the pupil's time in school
 - analysing the data rigorously to provide a more detailed view of the progress made by different groups and year groups.

Outcomes for individuals and groups of pupils**2**

Pupils approach lessons with enthusiasm. They are always keen to answer teachers' questions and particularly enjoy practical activities and opportunities to pursue their own interests. From the Reception Year onwards, pupils make great efforts to be independent. For example, groups of pupils frequently apply themselves sensibly to their tasks, without the need for constant encouragement from adults. Pupils respond very well when asked to talk to a partner to clarify their ideas or solve problems.

Occasionally, when they are excited by an activity some pupils' voices are raised unnecessarily, making it harder for others to concentrate on their own work.

Attainment has fluctuated over recent years but has settled to a broadly average level. A greater than average proportion of pupils typically reach the higher National Curriculum levels in English and science. This represents good progress given children's starting points on entry to the Reception class. By the end of Year 6 most pupils read and write with confidence and pleasure. Assessments, lesson observations and pupils' books indicate that calculation skills are developing well but that pupils sometimes have difficulty applying their skills in order to solve mathematical problems. Assessment information shows clearly that progress is generally slower in mathematics than English. Nevertheless, all groups of pupils make good progress overall. For example, the school identifies quickly pupils with special educational needs and/or disabilities and these pupils respond positively to the arrangements made to support them.

Pupils know exactly how to respond if they have any concerns and are confident that staff will listen to and help them. They report that although bullying does occur from time to time, teachers 'sort it out straight away and it doesn't happen again'. Behaviour is good, even though a few pupils have difficulty managing their own behaviour. Pupils are well aware of the impact of lifestyle on health and appreciate, for example, the reason why school meals are low in salt. They make formal applications to take on a remarkably long list of responsibilities. The skills and experience gained by being playground buddies or members of the school council give pupils a head start on the path to being active and responsible citizens. They readily contribute to the local community, for instance planting trees and bulbs as part of a regeneration project and entertaining residents in a local care home. Pupils forge positive relationships with people who are from diverse backgrounds or whose circumstances are different from their own.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A strength of teaching is the way in which tasks are matched closely to what different groups of pupils need to learn next. Activities are chosen carefully to motivate pupils. When possible, they relate to experiences such as a visit pupils have shared and can draw on, so they all have equal opportunities for success. Teaching assistants are always clear about their role. They make strong contributions to learning, sometimes by stepping back and enabling pupils with special educational needs and/or disabilities to be as independent as possible. Teachers manage discussions well, asking probing questions that encourage pupils to think hard and make connections with previous learning. Occasionally, the pace of learning slows, for example when pupils spend too long listening to the teacher or too much time is allowed for a particular task. Marking is thorough and ensures that pupils know what to do to improve their work.

The curriculum is very responsive to pupils' interests and needs. Their views are taken into account when topics are decided. Studies related to the history of the local community and its increasingly diverse population contribute well to cultural development. Education for enterprise is a regular feature of school life during which

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils generate, plan, organise, cost and advertise fundraising events. Partnerships with other schools enable the school to offer enhanced opportunities for sport, technology and French. Links between different subjects are well planned and firmly established. Information and communication technology (ICT) in such forms as video clips, animations and podcasts is used in exciting ways to stimulate pupils to write. Pupils regularly practise and apply skills such as writing during lessons across the curriculum. Similar opportunities to promote mathematical problem solving are less well developed. Clubs are wide-ranging, attended well and greatly appreciated by pupils of all ages. Excellent working relationships with adults ensure that all pupils grow in confidence and self-esteem, fully aware that they are each valued. Pupils whose circumstances potentially make them vulnerable are quickly identified and provided with the support they need, often in conjunction with other professionals and agencies and always involving parents and carers. Pupils with behavioural, emotional and social difficulties have individual plans with clear programmes to help them modify and manage their behaviour. The school's inclusive approach has had some very good outcomes for individuals in challenging circumstances and enables all pupils to play a full and active part in school life. Parents and carers have plenty of opportunities to develop useful skills, for example in ICT, which in turn helps them to support their children at home. There are thorough and effective arrangements for introducing new pupils to the school and for preparing them for transfer to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff demonstrate a very clear commitment to working as a team. Leaders have successfully engendered a shared determination to improve pupils' achievement and the quality of teaching. Monitoring and evaluation are extensive and involve leaders at all levels including governors. The outcomes of classroom observations are set alongside analyses of pupils' work and assessment information to ensure that judgements are accurate. The use of assessment information to provide an overview of progress throughout the school is not as well developed. The school takes care to provide all groups of pupils with equal opportunities to do well. For example, pupils who might otherwise not be able to attend after-school clubs are given special support to overcome their barriers and pupils with particular gifts and talents have opportunities such as 'master classes' in mathematics, to help them realise their potential. Community

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cohesion is promoted in diverse ways, often through partnerships with other schools. One initiative involved pupils from a range of backgrounds working together to perform songs from African cultures. Pupils and families who are not of White British heritage often help other pupils to learn about similarities and appreciate differences, for instance by explaining how people from Poland or China celebrate festivals. The school meets its safeguarding responsibilities conscientiously. Staff training is extensive. For example, all staff are trained in an approved technique for managing particularly challenging behaviour. Pupils learn to keep themselves safe in situations such as those involving fire or use of the internet.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When they join the Reception class, children's skills are broadly average although those of a significant number are below average. All children make good progress so that by the end of the year most are in line with the expectations for their age and some are above. Staff have a detailed understanding of the learning needs of young children. Because many children initially have comparatively weak communication and social skills, staff work hard and successfully to encourage them to play independently and cooperatively and to talk about what they are doing, for example in the outdoor 'car wash'. Children behave well and consider others. They learn to take turns, for example using a timer to make sure that no-one spends too long on the bikes. The environment is exciting and stimulating, motivating children to take a lively interest in the activities on offer. There is a well-judged balance between activities led by adults and those that

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children choose for themselves. Detailed and attractive records of each child's progress include contributions from parents and carers and from the children in addition to the careful observations made by staff. Thorough evaluations of the provision lead on to plans for further improvement. These include the intention to increase resources for outdoor learning, for example by developing the garden area and growing more produce. The before- and after-school childcare is well organised, offering varied activities and a friendly and supportive environment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' and carers' views are mostly very positive and reflect the inspection findings. Many wrote positive comments about the school, referring for example to staff being approachable and helpful. A few parents and carers consider that unacceptable behaviour is not dealt with effectively. Inspectors, nonetheless, observed examples of behaviour being managed well. For example, there are rewards and encouragements for all pupils to display good behaviour. For those pupils who exhibit challenging behaviour individual plans that set out how they are to be managed. In addition, the school has a very good track record of improving the behaviour of such pupils, some of whom have been excluded from their previous schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anston Greenlands Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	58	34	40	2	2	0	0
The school keeps my child safe	58	67	28	33	0	0	0	0
The school informs me about my child's progress	46	53	38	44	2	2	0	0
My child is making enough progress at this school	50	58	34	40	2	2	0	0
The teaching is good at this school	53	62	33	38	0	0	0	0
The school helps me to support my child's learning	47	55	36	42	3	3	0	0
The school helps my child to have a healthy lifestyle	46	53	38	44	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	49	39	45	0	0	0	0
The school meets my child's particular needs	47	55	36	42	2	2	0	0
The school deals effectively with unacceptable behaviour	39	45	35	41	8	9	1	1
The school takes account of my suggestions and concerns	42	49	37	43	5	6	0	0
The school is led and managed effectively	42	49	41	48	1	1	1	1
Overall, I am happy with my child's experience at this school	53	62	31	36	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 May 2010

Dear Pupils

Inspection of Anston Greenlands Junior and Infant School, Sheffield, S25 4HD

Thank you very much for being so welcoming to the inspection team when we visited your school. I would particularly like to thank the pupils who attended the meetings with us. These pupils were a real credit to the school and gave us some very helpful information. The inspectors judge that yours is a good school. An outstanding feature is the work you pupils do to help others in the school and the community beyond. There are many features of the school that are good and here are some of them.

- You learn well and make good progress overall because you have good teaching.
- You behave well.
- The school takes good care of you and that is why you feel safe.
- Your attendance is above the average for primary schools.
- The curriculum is interesting and enables you to learn skills such as being enterprising.
- The school makes sure that new children settle in quickly and Year 6 pupils are prepared well for leaving.
- The school's leaders, staff and governing body make sure that it keeps improving.

We have asked the school to do two things.

- Make sure that you do as well in mathematics as in English.
- Look even more carefully at the progress you all make throughout your time in school in order to check that everyone is moving on fast enough.

I send each of you and all the adults in school my very best wishes.

Yours sincerely

Mrs Rosemary Eaton

Lead Inspector

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