

Anthony Bek Primary School

Inspection report

Unique Reference Number	112610
Local Authority	Derbyshire
Inspection number	337973
Inspection dates	15–16 October 2009
Reporting inspector	Ann Taylor

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Mrs P Bowmer
Headteacher	Mr M Freeston
Date of previous school inspection	8 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons and several parts of lessons, saw assemblies and held meetings with governors, staff, pupils and local authority representatives. They observed many aspects of the school's work, including work in exercise books and on netbooks, school policies, planning for the curriculum and various improvement plans. Inspectors looked at 69 parental/carer questionnaires.

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

- the rate of progress pupils are making under the 'nurtury' style of learning
- how much pupils are taking a lead in their own learning, how a balance in activities is ensured and how any weaker areas are addressed
- what the school's tracking systems show about the rate of progress in each year group
- how effective the school is in overcoming issues preventing pupils from learning as well as they could.

Information about the school

Anthony Bek is smaller than most schools. Most pupils are from White British backgrounds and a small number are of Traveller heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils with a statement of special educational need is well above average. The proportion of pupils eligible for free school meals is well above average. Numbers entering and leaving mid term are very high; almost one third of pupils moved in and out last year.

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

Anthony Bek provides a good education for its pupils and it is outstanding in some important areas. Learning here is exciting and incredibly stimulating because of an outstanding curriculum and an innovative approach to learning. The level of care pupils receive and their behaviour, enjoyment, attitudes to learning, understanding of healthy lifestyles and approach to the school community are also outstanding. This all comes about through the enthusiasm, drive and passion of the headteacher to do the absolute best for each child.

Staff have taken radical steps to change learning, because the previous approach was not engaging all the pupils. Fundamental to this is the way all pupils at Key Stage 2 learn through using netbooks (small laptop computers which pupils take home each day). This approach has increased pupils' rate of progress and engagement in education. Voluntary learning at home is becoming an increasingly important part of the equation. The assessment data, collected immediately prior to the inspection, charting progress from the summer shows pupils are making good progress in English and mathematics. In some cases, the progress for individuals has been exceptional. Historically, standards in English and mathematics have been broadly average by the time pupils leave in Key Stage 2, with a gradually improving trend. All staff and governors accurately recognise standards have to continue to rise in order to maximise each child's chance of succeeding. To this end, processes for monitoring and evaluating how well pupils are learning have yet to be adapted to accurately capture what is working well and where improvements are needed. Teachers and support staff are facilitators; guiding, questioning, modelling best practice, encouraging and refocusing where needed. More traditional methods of teaching are still used for aspects of literacy and numeracy. Occasionally, in both traditional sessions and through independent learning times, the pace is too slow; the level of challenge insufficient and not enough work is expected. What is making the most difference to pupil's love of learning are the independent learning times when pupils plan their work and research for themselves. The use of information and communication technology (ICT) is crucial to this approach and a main vehicle for learning. As a result, the standards pupils attain in ICT are above average through its creative and consistent use.

Other early indicators of the effectiveness of what the school calls its 'nurtury approach' include better attendance and more parental involvement. Parents and carers are supportive of the school: one accurately captured the school by saying, 'My children love coming here because it is fun as well as educational'. The school plays a leading role in community regeneration but realises more could be done to help pupils understand how others further afield live. It is very securely placed to bring about sustained

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improvement based upon its success in delivering some excellent outcomes for pupils. Its capacity to carry on improving is good based on its track record of improving standards at the end of Key Stage 2, including other improvements made since the previous inspection. Self-evaluation is realistic and accurate and the school has a clear idea of its own strengths and weaknesses. The school had already identified the main areas for development arising from its new approach to learning.

What does the school need to do to improve further?

- Raise standards in English and mathematics by
 - reviewing the school's monitoring procedures to accurately build on strengths and remedy weaknesses in the new approaches to learning
 - ensuring all pupils are consistently learning at a good pace with the right degree of challenge in their work.
- Help broaden pupils' horizons by gaining first hand experience of how others further afield and in different countries live through making meaningful links.

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

Pupils are making good progress. Standards are below average by the end of Key Stage 1 and broadly average by the end of Key Stage 2 with an improving trend. This end of key stage picture is significantly influenced by the numbers of pupils leaving and arriving throughout the year. Sometimes, pupils will leave and return several times. Pupils with special educational needs and/or disabilities are making good progress. In some cases, the recent progress for pupils with a statement of special educational needs has been outstanding since the introduction of the 'nurtury' approach.

Pupils are wonderfully passionate about their work and how much they enjoy it. Their approach to learning is exemplary. They thoroughly enjoy using 'I can' statements to plan their learning and show a growing confidence and accuracy in reviewing their success. Pupils' learning journals are an efficient tool for this process and ensure they have regular opportunities to practise their writing. Pupils are mature and responsible about looking after the netbooks and ensuring they are brought back from home each day. Pupils' thirst for learning carries on at home, purely because they are so passionate about finding out information and improving their skills. The levels of independence they show as they plan and research their work are impressive. Pupils' behaviour is often impeccable. Only rarely will someone need a quiet word of guidance to step back in line. Whilst the atmosphere is very relaxed - pupils will often learn sprawled out on the floor - they know how to behave sensibly as a whole school and are respectful in assemblies. They show a level of maturity beyond their years as they decide when they will have their lunch, giving themselves an hour and coming back to work without any adult influence. Their attitudes to health are impressive. They love the healthy break times when they dance in the hall; every nook and cranny on the playground is full of energetic activities, even darts helping their mental mathematics. Pupils feel extremely safe, secure and cared for. Their sense of community is palpable: 'tribe times' (when

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pupils gather together in small groups with an adult for a welcome, personal and social education and conversation) show warmth and feeling of belonging to a family. When they leave, pupils have skills few other pupils of their age have. As well as being avid ICT users, they have business expertise through running the school shop and know about budgeting with money because they use ' beks' to buy things. In addition, they know how to plan their day responsibly and organise their learning. All older pupils are first aid qualified. Their application of basic literacy and numeracy skills across different areas of school life still remains a relatively weaker aspect though.

The school has a 'crusader' motto which stands for care, respect, unrelenting, safe, achieve, discover, enjoy and ready. Pupils try very hard to live the 'crusader' way of life and are succeeding. Spiritual reflection is intentionally planned into the day. From the start of 'brilliant breathing' during 'tribe time', with relaxing to music and thinking themselves in a leafy forest for example, pupils benefit from much needed time, space, quiet and calm. Whilst there are many strengths in pupils' moral and social outlooks' on life, their insight and first hand experiences of cultures other than their own remains limited.

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

Teaching methods question, challenge, guide and support. High numbers of teaching assistants, crucial to this approach, work extremely well in partnership with teachers. Independent learning times are carefully planned, giving wide ranging opportunities for pupils to learn. There is a clear structure to all the apparent 'freedom' and assessment opportunities are an integral part of the day. Adults, who are lead learners in different subject areas, lead by example, such as a teaching assistant drawing an ear to guide a pupil's own work. Teaching in the focussed numeracy and literacy sessions and during the independent learning is not always as efficient. The pace is sometimes too slow and not enough is expected of the pupils, either though the amount of work they are expected to do or the level of challenge provided. The use of netbooks is a fundamental strength of the successful teaching. Pupils with special educational needs and/or disabilities are well supported through focussed group sessions and individual support provided by highly skilled teaching assistants. They are provided with same level of opportunities for independent learning as other pupils, and these are individualised to their needs and interests.

The innovative curriculum gives pupils freedom to learn and to belong. It enables them to be happy and enjoy school. It is highly tailored to pupils' needs, for example by providing food and relaxation when they are most needed rather than at set times. The curriculum motivates, engages, challenges and inspires. It is carefully planned to ensure pupils are healthy and well prepared for life's challenges. With a very strong element of personal and social education, it accurately homes in on pupils' recognised weaknesses. Themes and topics are shared and draw in a range of visits, visitors and other interactive experiences such as the zoo that came to school. Additional clubs are plentiful and original too, such as Tutti Fruitti, rock groups and virtual golf.

Everything possible is done to help the pupils and their families feel wanted, valued and cared for. For example, the family liaison worker has a vital role in supporting pupils and their families. A good level of trust and respect between the Traveller community and school staff has been built up over recent years. This means that Traveller pupils attend regularly when they are here and are fully integrated into school life. There are extensive links with numerous external agencies.

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	1
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The excellent headteacher leads with passion, energy and drive. Staff are committed to the exciting approaches to learning. Morale is high and team spirit strong. The leadership structure is much more disseminated than it was at the previous inspection. Every member of staff now has a leadership role with well established monitoring structures in place. Current monitoring systems have yet to be adapted to reflect the new approaches to teaching and learning. Tracking of pupils' progress is meticulous and provides a clear overview of their progress. Changes implemented since September 2009 came through a clear analysis of the school's past performance and the realisation that the 'traditional' approach to teaching was not effective enough in reaching a significant number of the more vulnerable and potentially disaffected pupils, especially boys. Pupils' attitudes to their learning and the rate of progress they are making have dramatically improved as a result.

All pupils and their families are welcomed and treated without prejudice or favour. Governors are regular visitors and keep a good critical eye on the school's work.

The school is a catalyst for regeneration and hope in the community. It is at the forefront of initiatives, for example, spearheading bids to benefit other community partners. It recognises there is more to do in giving pupils first hand experiences of how others, further afield and in different countries, live.

Staff work extremely hard to reach parents. They are having a growing level of success through a variety of ingenious means including use of web cams on the netbooks, digital video discs, text messages and the engaging web site. Safeguarding requirements are fully met and practice is of the highest quality.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

Children make good progress in the Nursery and Reception in relation to their often exceptionally low starting points. A joint approach ensures the provision is well managed; for example, the Nursery has been completely refurbished with new resources and ways of learning to bring it more in line with current good practice. Standards are generally below average when children leave the Early Years Foundation Stage, although they are improving. Last year was an exceptional year in that children left with broadly average standards. They made especially good progress in their personal, emotional and social development and this element is given a strong emphasis throughout. Numbers gaining the higher levels were low. Through careful analysis of data and an analytical approach, staff realise there is more they can do to focus on children's weaker areas of learning and challenge higher ability children. Learning is fun and children learn through play and discovery. The arrangements for when children move from Nursery to Reception have improved because of closer working partnerships and a shared approach. Relationships with parents and carers are strong; the vital family learning courses the school oversees are starting to have an effect and more parents and carers are helping their child's education at home than previously.

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 are highly supportive of the school with several writing positive comments. There were a few negative comments about the recent sex education programme which has been the subject of parental meetings. The inspection team did not find anything of concern with regard to the way this subject is being delivered or in the way the school has been liaising with parents and carers about it.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anthony Bek Primary 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 147 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	61	26	38	1	1	0	0
The school keeps my child safe	41	59	27	39	0	0	1	1
The school informs me about my child's progress	34	49	28	41	6	9	0	0
My child is making enough progress at this school	33	48	27	39	3	4	2	3
The teaching is good at this school	36	52	27	39	0	0	1	1
The school helps me to support my child's learning	33	48	29	42	1	1	0	0
The school helps my child to have a healthy lifestyle	36	52	28	41	4	6	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)	29	42	30	43	4	6	1	1
The school meets my child's particular needs	31	45	32	46	1	1	0	0
The school deals effectively with unacceptable behaviour	32	46	29	42	3	4	1	1
The school takes account of my suggestions and concerns	28	41	29	42	4	6	1	1
The school is led and managed effectively	39	57	24	35	2	3	1	1
Overall, I am happy with my child's experience at this school	40	58	21	30	4	6	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



18 October 2009

Dear Children

Inspection of Anthony Bek School, Pleasley, NG19 7PG

Thank you for making me so welcome when I visited you recently. I was very impressed with your lovely school and all the good things that are happening.

I am pleased with how well you are progressing at school and I agree with Mr Freeston that you are making good progress. I was very impressed with your behaviour, politeness and the way you are so excited and eager to learn. You really are a credit to your school and should be very proud of yourselves. Well done! The reason your school is good and has some excellent areas to it is because the headteacher and all the adults work so hard to do their very best for you.

I was impressed with how your lessons are so interesting and how it is making learning such fun. There are not many older children who are able to take a lunch break without being told - in fact I have never seen it before - so you should feel quite special that you are trusted in this way.

In order to help your school keep on improving I would like your reading, writing and number work to get even better. To do this I have asked your headteacher to think of ways to check that everything in your lessons is working as well as it possibly could. I also think that occasionally, the work could be harder and you could do more of it. Your headteacher wants to give you more chances to understand how other children live in areas that are different to yours, and I think this is a good idea too.

Carry on working hard and doing your best.

With best wishes

Mrs Taylor

Lead Inspector

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