

# St Ann's Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	131415
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	341137
<b>Inspection dates</b>	16–17 November 2009
<b>Reporting inspector</b>	Carol Worthington

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Dale
<b>Headteacher</b>	Mr A Staton
<b>Date of previous school inspection</b>	0 November 2006
<b>School address</b>	St Leonard's Road Eastwood Rotherham S65 1PD
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at the school development plan, assessment and progress tracking records, minutes of governors meetings, a selection of school policies and 30 questionnaires from parents and carers.

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

- how well all pupils achieve and whether they attain high enough standards
- the quality of teaching and its impact on pupils' progress
- how well literacy develops throughout the school
- the effectiveness of leadership and management at all levels in ensuring consistent improvement.

## Information about the school

St Ann's Junior and Infant School is a large school in an urban setting. Its pupils come from a very wide cultural mix; between them, they speak over 20 different languages at home. The school has admitted a number of refugees and asylum seekers in recent years and more recently a significant number of children from Eastern Europe. These include a significant number of Gypsy Roma and Travellers whose attendance is irregular. The proportion of pupils with special educational needs and/or disabilities is similar to that in most schools, but the proportion at an early stage of speaking English is very high. The proportion of pupils eligible for free school meals is also very high. The school has gained a Healthy Schools, Artsmark Gold, Basic Skills Quality Mark, Investors in People and two Leading Aspect awards.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Ann's School provides a satisfactory education for its pupils. Many pupils enter the school with well below average personal and social skills, and poor speech and language development. This occurs not only in the Early Years Foundation Stage, but further up the school, as some older pupils enter having had no prior schooling. Many pupils of all ages enter speaking little or no English. Nevertheless, the school is a happy and harmonious community where everyone is valued. Pupils are proud of their origins and many write greetings in their home language, which they place on the large world map prominently displayed. Very good use is made of the universal language of art. Colourful displays of vibrant drawings and paintings encourage children to talk and develop their spirituality.

The reason for this successfully cohesive community lies in the quite exceptional care and guidance that staff give to all pupils, including those with special educational needs and/or disabilities, those who speak little English and those who are most vulnerable. The school works very hard with families, helping parents and carers to learn how to help their children make the most of the opportunities provided by the school. Relationships are warm and friendly, both in and out of the classroom, often touched with humour. Everyone accepts and just gets on with each other. One pupil said, 'Respect is the top word here,' and this is obvious throughout the school.

The school found itself overwhelmed by the radical changes in its population over the last few years. Standards fell to well below average and many pupils underachieved. In the current year, however, this has been checked, following a review of teaching, curriculum and leadership instigated by the local authority. The effective use of the school's rigorous system to track pupils' progress has resulted in a rise in standards in English, mathematics and science. The current Year 6 pupils are making good progress towards their challenging targets, and the Year 5 pupils also. There are, however, inconsistencies in progress in Years 1 to 4, which are linked to the variable quality of teaching in those years. In some lessons observed, assessment was not being effectively used to plan work to challenge all pupils. Learning was not checked frequently enough and, consequently, pupils lost interest and did not complete their tasks.

Monitoring and evaluation of teaching and learning are not done rigorously enough, so improvements are not taking place fast enough in some classes. For example, the school's leaders take the view that 'every lesson is a language lesson' which develops the core skills of speaking, reading and writing English. This can be seen taking place in many classes, but not in all. Some teachers talk too much themselves and do not encourage pupils to speak enough to develop their oracy. Teachers do not always make

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full use of resources available to them, particularly information and communication technology (ICT) and teaching assistants, to make their lessons more interesting or appropriate for the needs of their pupils.

Attendance has risen rapidly over the last two years, because of the school's excellent procedures to promote it. However, it is still below average, mainly because of the mobility of the Gypsy Roma and Traveller families and some families' extended holidays abroad. This continues to have a negative impact on the learning of these significant groups of pupils and their progress is inadequate. The school is, however, continuing in its efforts to improve further.

Since the recent local authority review, the school has received a high level of support and has made rapid progress, in improving standards and achievement. Prior to this, improvement since the previous inspection had been slow but with continuing support, the school has satisfactory capacity for further improvement.

**What does the school need to do to improve further?**

- Improve pupils' progress in English, mathematics and ICT by:
  - making sure they are consistently developed in every appropriate lesson
  - making the best use of resources, especially computers and appropriate software
  - making sure all teaching staff have effective training in the use of new technology in the whole curriculum.
- Improve the consistency of teaching and learning throughout the school by:
  - ensuring rigorous quality assurance of teaching, and especially learning, by senior leaders
  - strengthening the role of middle leaders to judge the quality of learning in their areas of responsibility.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Many pupils enter the school with well below average language and personal skills. It is a great credit to the school's induction procedures with children and their families that children settle in so quickly and obviously enjoy being at school. Older pupils in particular have very good attitudes to learning; one said, 'We come to school to get an education so we can do well,' and others agreed. Children make good progress in the Early Years Foundation Stage, better than in Years 1 to 4, where progress is variable. Progress picks up and becomes good again in Years 5 and 6. Overall, the majority of pupils make satisfactory progress and achieve satisfactorily. This includes pupils whose speak English as an additional language, who benefit from very good focused support

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from teachers and bilingual teaching assistants. Pupils with special educational needs and/or disabilities also make satisfactory progress, though this sometimes could be improved by more effective use of teaching assistants in class. There are no significant differences in the progress made by boys and girls, although girls do better, as in most schools.

Standards of attainment remain well below average, but older pupils are starting to meet increasingly challenging targets for attainment which are closer to average, as demonstrated by the results of the latest national tests for 11-year-olds in 2009.

The impact of the school's high quality of care, guidance and support is seen in pupils' growing confidence, good attitudes to learning and behaviour. Their personal development is good. They have good knowledge of how to live a healthy lifestyle. They enjoy sport and play traditional games such as cricket. Pupils report that they feel safe in school, and that there is little or no bullying or disruptive behaviour; parents and carers agree. Older pupils develop confidence and self-esteem by being peer mentors and leading younger ones in play. Their role as mediators has a positive effect on playground behaviour. Pupils raise and discuss issues in the school council, confident that adults will listen to them. Pupils participate in many community events, for example the Mayor's inauguration. The school has received an Enterprise Excellence award for the many ways that pupils take part in projects, such as 'Make £5 blossom'. Older ones run a healthy tuck shop and book club as small businesses. The low academic standards and poor attendance continue to limit the way many pupils are prepared for the next stage of education, but there is now strong evidence of sustained improvement in standards in Years 5 and 6.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> 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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is satisfactory and results in satisfactory learning, though within this, lessons range from good to inadequate. The many recent initiatives to improve teaching are beginning to improve provision, but their impact is inconsistent mainly because the monitoring by managers lacks rigour. Features of good lessons were observed in a Year 6 mathematics session, in which pupils were converting fractions to percentages. Work was planned to challenge all abilities and develop language through modelling. Guidance for the lower-ability pupils and those with a weaker grasp of English was very good. Teaching demonstrated high expectations, particularly of the higher-ability groups working independently using the useful displays which assist their learning. All pupils showed very good attitudes to learning and made good progress. In less successful lessons in Years 1 to 4, learning and progress were inadequate because class routines were not established and pupils were not clear about their task. Teaching assistants were not clear about what the pupils in their charge were meant to do and so pupils did not learn. Lessons moved at a slow pace and work did not motivate all pupils to learn. Little use was made of the motivating effect and visual impact of interactive whiteboards.

The curriculum has recently been reviewed and the impact can be seen in the enjoyment and engagement of pupils, but not yet on improved progress and standards. Strengths lie in the way the wide range of cultures are valued and respected. Performing arts are used particularly well to extend pupils' speaking and listening skills. The core subjects of English, mathematics and science are given sufficient emphasis. The aim is to develop pupils' English in every lesson and this is planned, but not always carried out, as in some lessons teachers tend to do most of the talking. The curriculum is enriched by many visitors and visits and unusual subjects, such as philosophy for children.

The care, guidance and support given to pupils and their families are an outstanding feature of the school's work. It makes full use of its excellent links with multi-agencies and the local Federation of the Education Action Zone (EAZ) to help the many families facing challenging circumstances. The two learning mentors are particular strengths; they do sterling work to engage with families to ensure that pupils attend regularly. As a result, attendance has risen rapidly over the past two years. The number of persistent absentees has dropped considerably. The school's attendance figures are not helped by the many unexplained absences it has to deal with. With vigilance about possible safeguarding and child protection issues, school leaders do not remove children from the school register until they are sure of their current whereabouts.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The recent restructuring of the leadership team has had a good impact on the clarity of leaders' responsibilities. All areas of the school are represented on the leadership team and this is successfully driving improvement. High expectations are apparent in the school's improvement planning, which is focused on raising standards and achievement. Targets for pupils' achievement are now challenging and increasingly aspirational and achievable. The leadership of teaching and learning is improving but has not yet resulted in all pupils experiencing consistently good teaching. Middle leaders are not yet fully involved in quality assurance of learning in their areas of responsibility.

Governors have a good understanding of the barriers to learning that the school faces, and an increasing understanding of its strengths and weaknesses. They are starting to challenge and hold the school to account for its standards. All statutory requirements are met. The school's procedures for keeping children safe meet all requirements. The school's engagement with parents and carers is good, with great strengths in its support for vulnerable families. A parent council has been set up, for parents and carers to raise questions and concerns, and family learning sessions take place to help children settle in. School leaders go to great lengths to include everyone in every aspect of the school's provision. As one child put it, 'Everyone is treated the same.' The school is a highly cohesive community where children and adults from widely different backgrounds all feel valued. There are strong links with the local community and schools abroad.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Attainment on entry to the Early Years Foundation Stage is very low, particularly in early language acquisition. Most children make good progress because of the emphasis staff put on language development. For example, children in Foundation Stage 2 excitedly discussed features of the Gruffalo, its sharp teeth, spiky horns and claws, before independently listening to the story on tape. All children learn well; the most able are extended and those who need extra support receive it. Despite their good progress, children do not reach the levels typically found at the end of Reception, except in physical development.

Adults have good knowledge of the learning, development and welfare needs of young children and provide an interesting, well-equipped environment which successfully reflects most children's backgrounds and the wider community. High-quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are based on thorough and accurate observation and matched to the full range of children's needs. Children are well cared for. Their behaviour is good, because of positive relationships with staff.

Leadership and management are good because staff work as a highly effective team with a clear focus on children's welfare, achievement and enjoyment of learning. Staff work well with parents, carers and families, but have not yet shared their children's 'learning journals' with them. This would help parents and carers to become more knowledgeable about how well their children are doing and how to help them at home.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

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Parents and carers who responded to their questionnaires were very positive in marking their views of the school. However, there were few written comments. Members of the parent council were interviewed, however, and they were very positive about the school's partnership with them. They felt the school did its best to seek their views, for example about changes to Key Stage 2 lunchtime. They were invited to see a philosophy for children lesson when the subject was introduced recently. They said teachers were very accessible, so they know how well their children are doing and value the family learning sessions. They were very happy that their children were safe and well-cared for and felt that 'this is a family school'.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Ann's 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	70	8	24	0	0	0	0
The school keeps my child safe	18	55	15	45	0	0	0	0
The school informs me about my child's progress	19	58	12	36	0	0	0	0
My child is making enough progress at this school	19	58	14	42	0	0	0	0
The teaching is good at this school	18	55	15	45	0	0	0	0
The school helps me to support my child's learning	21	64	12	36	0	0	0	0
The school helps my child to have a healthy lifestyle	17	52	15	45	1	3	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)	18	55	12	36	0	0	0	0
The school meets my child's particular needs	12	36	20	61	0	0	0	0
The school deals effectively with unacceptable behaviour	14	42	18	55	1	3	0	0
The school takes account of my suggestions and concerns	12	36	20	61	0	0	0	0
The school is led and managed effectively	15	45	17	52	0	0	0	0
Overall, I am happy with my child's experience at this school	19	58	14	42	0	0	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 November 2009

Dear Pupils

Inspection of St Ann's Junior and Infant School, Rotherham S65 1PD

Thank you for being so friendly, well mannered and helpful when inspectors visited your school recently. We very much enjoyed the time we spent with you, seeing you enjoying your lessons and working hard.

We found your school to be satisfactory. There are things which are good and some which could be made better.

Here are some of the things we found to be good in your school.

- Your teachers and other adults give you excellent care; you are very well looked after and you always have somebody to talk to if you are troubled.
- You are keen to learn and do well. Your behaviour is good and you all get on well with each other.
- You make good choices to keep healthy.
- You help each other, especially as playground mediators.

All the adults in your school want it to be even better, so we have asked them to:

- help you to improve your English, mathematics and computer skills
- make your lessons better by using computers more and giving you more help.

We are sure you want to be better too, so please make sure you come to school and do not stay away unless you are really ill. Work hard and do your best when you are at school.

Yours sincerely

Carol Worthington

Lead Inspector

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