

Anns Grove Primary School

Anns Road, Sheffield S2 3DJ

Inspection dates 3–4 February 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, well supported by other leaders, provides outstanding leadership. She has established a culture of high expectations in the school which is shared by staff and pupils.
- School improvement has been rapid because systems to monitor the school's performance, particularly the quality of teaching and learning, are rigorous.
- Teaching is now good and so pupils achieve well. Staff make learning interesting and fun and pupils thrive as a result.
- Pupils, including disadvantaged pupils and those who have special educational needs or disability, all make at least expected progress and a high proportion make rapid progress from their starting points. Overall standards at the end of Year 6 are above average.
- Children in the early years progress well and are eager to learn. This love of learning permeates through the school. Year 6 pupils value learning and have high ambitions for the future.
- The school's provision for sport is a strength.
- Pupils learning English as an additional language receive good support and are, very quickly, working at the same levels as their classmates.
- Pupils behave well, feel safe in school and show care and consideration to others. They say that there is a place for everyone in the school. It is a very harmonious, respectful community.
- Governors have an outstanding overview of pupil progress and the school's performance. They are highly effective in providing challenge and support to leaders and are determined to improve the school further.
- The rich diversity of cultures and faiths represented in the school provides pupils with a secure understanding of respect, tolerance and equality. They are very well prepared for life as citizens in modern Britain.
- The local authority has provided effective support to the school through staff training and reviews of the school's performance. This has helped in bringing about improvements swiftly.

It is not yet an outstanding school because

- Teaching is not yet outstanding because teachers do not always ensure that the most-able pupils are challenged sufficiently.
- Pupils' attainment in writing is not as high as in mathematics and reading.
- Teachers' feedback through marking does not always show pupils how to improve their work.
- Pupils do not write widely enough in subjects other than English, to extend their skills further.
- Lower-ability readers in Key Stage 2 do not always receive the support they need to improve their reading skills and achieve more.
- Pupils do not have sufficient opportunities in science to plan and carry out investigations.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, so that all of it is good and secures consistent and rapid rates of progress in every class and for all pupils, by ensuring that all teachers:
 - plan activities that are sufficiently challenging for all groups of pupils but particularly the most able
 - provide pupils with the feedback they need to help them improve their subsequent work
 - have higher expectations in writing so that pupils attain standards in writing that match those in reading and mathematics
 - provide more support for lower-ability readers in Key Stage 2 to help them achieve more
 - provide more opportunities for pupils to plan and carry out investigations in their science work
 - check that pupils apply their basic skills in literacy accurately in their written work in all subjects
 - insist on pupils presenting their written work to the highest standards, and checking for basic errors before they hand it in for marking.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher provides very strong, inspirational leadership and she is determined to make the improvements necessary to help pupils achieve well. She has successfully addressed the weaknesses identified in the previous report, including in teaching and assessment.
- Leaders have created a positive climate for learning and pupils' work is celebrated effectively through attractive displays. Pupils' behaviour and attitudes to learning are now good and attendance has improved significantly from being below average. Leaders have the capacity to improve the school even further.
- The headteacher has established a culture of high expectations throughout and both staff and pupils have responded positively to the challenge. Pupils know that they are expected to behave, show respect for others and work hard. The atmosphere in the school's calm, orderly environment is one of purposeful activity and high aspiration.
- The headteacher is supported well by other leaders, some of whom are relatively new to their roles and so at an early stage of developing their skills. They all show a strong commitment to improving teaching and learning in their areas of responsibility and are tackling issues systematically so that improvements are rapid and sustainable. Following the high standards set by the headteacher, they too are engaged effectively in monitoring the quality of teaching and learning.
- Staff have good opportunities to attend training, including visiting outstanding providers to improve their practice. As a result, pupils are now making good progress throughout the school. Pupils attained above-average standards at both key stages in 2015 and are poised to do so again this year.
- Checks on the school's performance, including by external consultants, are highly effective and the findings are used to steer school improvement. The headteacher has an accurate view of the school's performance. She has a rigorous schedule to observe teaching and provides good support for teachers who need to improve their skills. The management of teachers' performance is implemented rigorously; staff know that any pay rises are dependent on the pupils they teach achieving the targets set for them.
- Through improved assessment procedure, teachers now have clear targets for what each pupil should achieve and explicit guidance as to what teachers should plan so that pupils develop their knowledge and skills step by step. This has resulted in pupils making good progress and so achieving well.
- The curriculum is rich with topics that are relevant to the needs of pupils from the diverse communities the school serves. There is high emphasis on promoting British values and preparing pupils for the wider world beyond school and on teaching the basic skills of literacy and numeracy and promoting pupils' understanding of how to stay fit and healthy. Pupils enjoy a range of visits including to places of worship, residential trips and cultural events. They celebrate the cultures and traditions of the communities they represent. However, pupils do not write sufficiently across other subjects to extend their writing skills or undertake enough practical investigations in subjects such as science to develop these skills further. The most-able pupils are not always challenged sufficiently.
- The school supports pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of right and wrong and an awareness of diverse faiths and beliefs. They reflect on what is happening in society as a whole and how it impacts on different communities at home and abroad. For example, pupils know about global warming and pollution and how this may affect habitats for wildlife.
- School leaders use the funding for supporting disadvantaged pupils effectively to make sure pupils have the help they need, including from other agencies, to achieve well. The school works closely with these pupils and their families where necessary and every effort is made to ensure that these pupils attend regularly and are included in all that the school offers. Breakfast club offers a healthy start for those who want it and trips enrich pupils' experiences.
- The school uses its primary sports funding extremely effectively to extend sporting activities. The headteacher appointed a sports teacher who teaches the many sports pupils enjoy, including basketball, hockey, handball and athletics. The pupils are very proud to be selected for school teams and to enter competitions. A high number attend before- and after-school clubs as well as doing regular physical education (PE) lessons.
- The local authority has worked closely with the school since the previous inspection and has provided appropriate support and challenge, including through reviews of teaching and learning. This has helped the school leaders in their drive for improvement.

- Parents who responded to Ofsted’s online Parent View questionnaires or sent in texts to express their views are mostly very positive about the school and how it has improved, particularly the after-school clubs.
- **The governance of the school**
 - Governors are very passionate about and ambitious for the school and the local community. They have an outstanding overview of the school’s strengths and areas for improvement and provide a high level of challenge to senior leaders. They are also very knowledgeable about what makes a school good and how they will know when the school has achieved that. They want pupils to achieve the best they can, and have supported leaders very effectively since the previous inspection. They monitor pupil progress closely and check that the impact of actions leaders are implementing to accelerate progress is effective.
 - Governors have worked with the senior leaders in taking tough decisions to improve the quality of teaching and ensure that pay awards are linked to teachers’ performance. They understand their responsibility to monitor the impact of specific funding for sports and pupil premium and know that these pupils are achieving more as a result. Governors also ensure that parents are kept fully informed and involved in school developments.
- The arrangements for safeguarding are effective. All staff are up to date with their safeguarding training and the school does all that it can to keep pupils safe. Vulnerable pupils and their families are supported well with good links to outside agencies when required.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved markedly since the previous inspection. It is now mostly good or better and improving strongly. The headteacher has established consistent planning and assessment systems to make sure teachers provide pupils with the right level of challenge to achieve well. Pupils now have specific targets, based on what they are expected to know at different ages, as a minimum expectation. These targets are reviewed regularly to check that no pupils are at risk of falling behind. If this does happen, extra support is planned so that pupils catch up quickly to achieve all that they should.
- Teachers now typically plan and teach lessons that hold pupils’ interest. For example, pupils in Year 4 considered what kind of habitat their mythical creature might live in and how it had adapted to its environment. This prompted lively discussion as each pupil tried to make their creature more fantastic while still focusing on the key learning about habitats and the environment.
- Questions that deepen pupils’ knowledge and check pupils’ understanding ensure pupils are clear about what they are learning. Most of the time, teachers’ expectations are high and pupils work hard to complete activities successfully. Occasionally, a few pupils do not produce sufficient work to show that they have understood their learning and this results in them making similar errors in subsequent work. For example, a few pupils in Year 3, measuring perimeters, did not apply a systematic approach to add the lengths they were measuring and so arrived at the wrong answer.
- Pupils who have previously attained less well than others generally receive effective support and this helps them to achieve well. Teaching assistants occasionally withdraw small groups to give them more intensive individual help, for example pupils who are new to learning English. This allows pupils to gain the confidence they need to participate more effectively when back in class. The same applies to disadvantaged pupils and pupils who have special educational needs and so they make good progress. The level of challenge for the most able is occasionally not as high as it could be.
- The teaching of reading is good overall and standards are above average. The teaching of phonics (letters and the sounds they make) is good from the early years onwards and the high focus on reading through activities such as ‘reciprocal reading’ extends pupils’ ability to discuss their learning and inspires pupils to read more. Key Stage 2 pupils who have not had this level of phonics teaching when they were in Key Stage 1, particularly those who are lower attaining, are not always as confident when facing unfamiliar vocabulary and so sometimes struggle to make sense of their reading. Support for them to read to someone at school is limited.
- The teaching of writing has improved since 2015, where overall outcomes in writing were lower than those in reading and mathematics. Pupils now write more and apply a range of features to make their writing interesting. The high focus on reading is having a positive impact, especially in developing pupils’ vocabulary. Opportunities for pupils to extend their skills further in other subjects, for example by writing reports in science or history, are not well enough developed.

- The focus on applying grammar, punctuation and spelling accurately is high in most classes. These skills are taught well, and most pupils work accurately. However, where teachers do not insist on accuracy, pupils make careless errors in their use of capitals, full stops and other punctuation. Teachers do not always pick this up, so subsequent work does not improve quickly.
- The teaching of mathematics is good, with a strong focus on developing pupils' ability to use mathematical knowledge to solve problems. Some teachers relate such problems to real-life situations and this helps pupils to understand why they are doing the learning. For example, Year 3 pupils understood that measuring perimeters is useful when buying fencing. Pupils in Year 5 enjoyed working out different-sized angles about a point but were less sure about how this was relevant in their lives.
- Classrooms are bright and attractive with pupils' work displayed to inspire others and recognising pupils' efforts. Displays also provide useful prompts to help pupils with new learning and reminders as to what they have done previously.
- There is a whole-school policy on marking and feedback to pupils. Exemplary practice does exist in the school, showing pupils what they have done well and what they should do to improve their work. However, in one or two classes, the quality of marking is not as effective. As a consequence, pupils sometimes submit work that is poorly presented and far from their best effort, and when this goes unchecked it does not improve.
- While overall teaching is good and topic work links subjects together effectively, pupils do not develop their enquiry skills effectively, for instance through undertaking sufficient investigative work in science. There is very little evidence in pupils' workbooks that pupils have planned their own investigations and recorded their findings independently.
- The teaching of sports is very good and a strength of the school. High levels of participation and enjoyment are evident in the number of sports teams pupils can join and the range of competitive events the teams attend.
- Teaching is further enriched by the opportunity the school offers to Year 6 pupils to arrive at school early every day and start their learning before school officially starts, and the extra effort teachers put in to provide Easter school for part of the school holidays to help Year 6 pupils to improve their learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' conduct around the school is very good, even when not supervised, indicating a high level of responsibility and respect for others. Pupils are kind and considerate, willingly helping others, for example when accidents occur in the playground. They are polite and courteous at all times but particularly with adults, for example offering to hold doors open and helping to tidy up.
- Peer mentors take their responsibilities seriously and pupils know what to do and who to go to if they are worried or upset. Pupils feel safe and well looked after. Care arrangements are good and every effort is made to support pupils' emotional and social needs so that they grow in confidence. Pupils are confident that staff will help them if they are worried or upset at school or at home.
- Pupils work with others sensibly in lessons and play amicably in the playground, being careful to avoid accidents and mishaps. They know to be particularly patient with and supportive of pupils who have difficulties with their learning and this reflects their high level of maturity and kind regard for others.
- Pupils want to learn because they value education. They say that school is important if you want a good job one day and so they try hard with their work. Pupils want to please their teachers, but occasionally a few lose interest when the work does not challenge them appropriately and they are unsure of what is required of them. This results in them not making the progress they should.
- Many pupils attend the numerous sports clubs the school offers because they want to compete and win. Pupils learn about religions and diversity through assemblies and class discussions. They know the importance of treating others with respect and tolerance and are particularly aware of the difficult situations some of their classmates have experienced before arriving in this country and at the school.
- Pupils' attendance has improved and is now in line with the national average. The target to exceed this is high priority and most pupils attend every day because they want the rewards this brings. The level of persistent absence has declined as a result.

Behaviour

- The behaviour of pupils is good. There has been significant improvement in behaviour since the previous inspection. Few altercations occur because pupils know what is expected of them and that unacceptable behaviour will not be tolerated. Pupils say that most pupils behave well all the time. Exclusion rates have declined significantly since last year and those that have occurred were justified.
- Pupils understand the school's systems for managing behaviour and respond accordingly. They understand fully the colour-coded warning system. It is applied rarely in most classrooms. Where lapses in behaviour do occur, staff address these promptly and, pupils say, fairly.
- Pupils have a good understanding of different types of bullying. They say that name-calling does occur occasionally but that teachers sort such incidents quickly. They know that the internet and social media sites can pose dangers and that bullying is not acceptable. Pupils know about keeping away from strangers and to tell their parents or teachers if they are worried.
- Parents, pupils and staff all indicate that behaviour is good. Parents say that their children are safe and happy at school and that the school would tell them if they had any concerns about their children.

Outcomes for pupils

are good

- Outcomes for pupils have improved significantly since the previous inspection and pupils are now well prepared for the next stage of their education.
- In the tests and assessment in 2015, pupils' overall attainment in reading, writing and mathematics was above average at the end of Year 2 and Year 6. At both key stages, standards in reading and mathematics were both above average. Standards in writing were just above average at the end of Year 2 and close to average at the end of Year 6. This rapid improvement is down to good and better teaching across the school and higher expectations of what pupils can achieve.
- Current school assessment information and evidence gathered during the inspection, including pupils' workbooks and lesson observations, indicate that pupils are making good progress and are on track to achieve well, and a significantly high proportion of pupils are working at above expected levels already.
- The proportion of pupils who achieved the expected level in the Year 1 phonics check has also risen to above the national average. This is a result of the consistent and accurate teaching of phonics and additional support for any pupils at risk of falling behind their targets.
- Disadvantaged pupils are also making good progress against their starting points. Many are closing the gap between their attainment and the attainment of their classmates rapidly, but the gap is still there, particularly in writing. In reading and mathematics, disadvantaged pupils are about a term behind their classmates in the school and in writing about two terms behind. As the school overall performed better than schools nationally in 2015, the disadvantaged pupils in the school were above average in reading and mathematics and a little below average in writing. The school uses its pupil premium funding very effectively to support these pupils. Writing across the school is an improvement priority this year.
- Pupils who have special educational needs or disability make good progress because support for them is good. The school identifies their needs early and puts additional support, including individual plans, in place and staff check the impact of this help closely. Pupils are eager to achieve and so respond well when they receive individual help.
- Pupils from ethnic minority backgrounds make good progress. Those learning English as an additional language receive very good support. This helps them to catch up rapidly and they not only achieve well, most exceed the expected outcomes at the end of Year 6.
- Pupils who occasionally fall behind the targets they have been set receive timely support, often on an individual basis, and this ensures they catch up quickly.
- While the most-able pupils also make good progress generally, they are capable of more when challenged sufficiently. Occasionally, the expectations of them are not high enough, particularly in their writing.
- Pupils' progress in mathematics is consistently good because basic skills of number, calculation and problem solving are taught effectively and pupils respond to the high level of challenge, for example in timed tests and rapid-recall activities on tables. With an increased focus on problem solving and reasoning skills and more time devoted to increase pupils' confidence in using a range of methods to solve problems, an increasing number of pupils are working at above the expected levels for their age.
- Attainment in reading was above the national average at the end of both key stages in 2015. With improvements in the teaching of phonics in the early years and Key Stage 1, and a high focus on reading

in every class, standards in reading are rising quickly. However, lower-ability readers in Key Stage 2, who have not benefited from the high-quality phonics now in the school, do not always have the level of support they need to make faster gains.

- Standards in writing are not as high as in reading because strategies to improve writing have not yet taken full effect, particularly at Key Stage 2. Furthermore, not all pupils apply their basic skills in literacy accurately enough to achieve well in their writing in English or in other subjects. Errors in spelling, grammar and punctuation limit their overall achievement.

Early years provision

is good

- Children start in the Nursery with knowledge and skills that are lower than is typical for their age in all areas of learning, but particularly in their literacy and their personal and social and physical development. A small number are also new to learning English as an additional language.
- Children make good progress due to effective teaching and well-planned activities that hold their interest and are matched well to their needs. In 2015, the proportion of children that reached a good level of development was at the national average, a significant improvement on previous years. As a result, children are well prepared for Year 1.
- The leadership of the early years is good. Effective teamwork ensures that all staff have a clear plan for what children need to learn each day and careful observations ensure they try everything. Children have good opportunities to learn and explore on their own as well as spending quality time with adults who steer their learning, particularly checking that the basic skills of literacy and numeracy are covered effectively.
- The classrooms are stimulating and busy places. Children arrive eager to learn and staff value the time where parents stay and work with their children at the start of the day. This provides parents with a good insight into what their children are learning and opportunity to discuss any concerns with staff.
- Teaching is good in the early years. Initial assessments, including home visits and induction arrangements before children start school, provide staff with an accurate picture of children's abilities and needs. Assessments are accurate and are used to measure children's progress closely.
- The curriculum covers all the areas of learning effectively, both in the classroom and in the outdoor spaces. For example, children recalled the story of Pip the Penguin and when they heard that Pip had visited the school overnight, they eagerly set about searching for clues around the school as to where he might be hiding. This was a solemn and serious search, extending children's enjoyment of literature.
- There is a strong focus on developing early reading skills. The accurate teaching of phonics helps children to make good progress in this area and also develop a love of books and learning. Children listen attentively and practise their learning at home. They are also enthusiastic writers, wanting to write words by sounding out using their phonics. Adults encourage children to form letters and numbers accurately.
- The outside area is an attraction because it is spacious, well resourced and modified continually to bring new experiences to children. Children enjoy opportunities to extend their physical skills, for example climbing and wheeled toys, role play and exploring the world around them in all weathers.
- Children make good progress in their personal, social and emotional development. They wait patiently to share toys and help tidy away things they have used. Staff make sure routines are established early and expectations are high for children to cooperate. Children listen with anticipation to stories, eager to recount these later in their own words. They play safely and sensibly when left to explore and learn on their own. They are eager to try out new activities because they enjoy learning.
- Children who have specific additional needs are identified early and receive the support they need to settle quickly and learn effectively. Parents are alerted immediately if any concerns or issues arise. The additional funding to narrow the gaps between disadvantaged children and others is used effectively to accelerate children's progress. Many of them catch up very quickly in readiness for Year 1.
- Children learning English receive additional support and they are fully included in everything their classmates are doing. They make very rapid gains because they feel safe and secure at school.
- Robust arrangements are in place to ensure children's safeguarding and welfare needs are met fully. Children trust the staff that work with them and thrive in an atmosphere of fun and enjoyment.

School details

Unique reference number	107086
Local authority	Sheffield
Inspection number	10009187

This inspection 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	330
Appropriate authority	The governing body
Chair	Scott Glover
Headteacher	Samantha Fearnough
Telephone number	0114 255 0398
Website	www.annsgrove.sheffield.sch.uk
Email address	enquiries@annsgrove.sheffield.uk
Date of previous inspection	12–13 February 2014

Information about this school

- This is a larger than average-sized primary school.
- Children in the early years attend part time in the Nursery and full time in the Reception class.
- The proportion of pupils from a minority ethnic background is above the national average as is the proportion learning English as an additional language.
- The proportion of pupils moving in and out of the school at times other than the start of early years is average.
- The proportion of pupils who have special educational needs or disability is below the national average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is above average. (The pupil premium is additional government funding provided to support disadvantaged pupils including those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club and an after-school club. Both of these are managed by the governing body.

Information about this inspection

- The inspectors observed teaching and learning throughout the school; six observations were carried out jointly with the headteacher and the assistant headteacher. In addition, the inspectors scrutinised pupils' workbooks and listened to them read.
- Meetings were held with pupils, the Chair and Vice-Chair of the Governing Body and one other governor, the headteacher, senior and middle leaders and subject leaders. The inspectors also had a meeting with a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- Inspectors considered the 23 responses to the online questionnaire (Parent View) and the 21 parents who expressed their views via text messages to Ofsted. Inspectors also listened to the views of a high number of parents who spoke to them during the inspection.
- The inspectors took account of the 20 responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.
- Inspectors also took account of the views expressed by 48 pupils who completed Ofsted's online pupil survey and the views of those who met with the inspectors during the inspection.

Inspection team

Rajinder Harrison, lead inspector	Ofsted Inspector
Elizabeth Lawley	Ofsted Inspector
Ann Cruikshank	Ofsted Inspector

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Manchester
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