

Anderton Park Primary School

Dennis Road, Sparkhill, Birmingham, B12 8BL

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governors are highly ambitious. They are strongly and successfully driving improvement in teaching and pupils' achievement.
- Standards are rising and are now close to average in Year 6. This shows pupils make good progress, as many join the school with standards that are much lower than expected for their age.
- Staff and governors work as a team to sustain good relationships with parents, and have rapidly improved attendance.
- Teaching is typically good and continues to be strengthened by closely focused training for all staff. As a result, more outstanding teaching is helping pupils to make good and sometimes outstanding progress.
- The provision for those with particular needs is exceptionally well organised, and any gaps in attainment and progress between them and other groups of pupils are closing.
- Rapid improvements in the Nursery and Reception classes have resulted in children's good and sometimes outstanding learning. The frequent use of the stimulating outdoor area is particularly effective.
- Teachers and other adults look after pupils very well. Pupils greatly enjoy school and feel very safe. They have an excellent understanding of how to stay safe and healthy, including when using the internet.
- Pupils' behaviour, relationships and attitudes to learning are exemplary.

It is not yet an outstanding school because

- Occasionally, staff do not use English accurately enough to be a good model for pupils, and this slows the development of pupils' language skills.
- Teachers do not always give pupils enough information about how to improve their work.
- Teachers do not always make sure that all pupils know what they are learning and why.

Information about this inspection

- Inspectors visited 31 lessons. Twelve lessons were observed jointly with the headteacher and deputy headteacher.
- The inspectors heard pupils read, examined pupils' work in their books, and observed pupils' activities in the playground and in the dinner hall.
- Inspectors held discussions with pupils, a group of parents, the headteacher and other senior leaders, members of the governing body, and a representative of the local authority.
- Inspectors examined a range of documents, including minutes of governing body meetings, a summary of the school's self-evaluation, the school improvement plan, documents showing how the quality of teaching is checked, the school's information on pupils' progress, teachers' plans and records relating to safeguarding, behaviour and attendance.
- There were not enough responses to the online parental questionnaire, Parent View, to publish the results.
- The views expressed by 31 staff who returned a questionnaire were also considered.

Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Elizabeth Needham

Additional Inspector

Helen Woodhouse

Additional Inspector

Stuart Ransom

Additional Inspector

Full report

Information about this school

- Anderton Park Primary School is much larger than the average primary school.
- The large majority of pupils are of Pakistani heritage, with the others coming from various other minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who qualify for the pupil premium is above average. This extra government money is provided to the school to help certain groups. In this school, it currently applies only to pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The school is currently undergoing considerable internal refurbishment.
- Both the headteacher and deputy headteacher have taken up their posts since the previous inspection. The headteacher was appointed in April 2012 and the deputy headteacher during this academic year.
- There is a children's centre on the same site as the school.

What does the school need to do to improve further?

- Make sure that all adults use English accurately so they model and promote language and communication skills that allow pupils to understand and explain their work more effectively.
- Raise the proportion of outstanding teaching across the school by making sure that teachers consistently:
 - make it clear to pupils what they are learning in each lesson and why
 - provide pupils with enough information on how they can improve their work.

Inspection judgements

The achievement of pupils is good

- Children join the school with levels of knowledge and skills well below those expected for their age, especially in their language, communication and number skills. Pupils of all ethnic backgrounds are making good progress from these low start points. Standards are rising and are on track to be close to average by the time the current Year 6 pupils leave.
- Learning and development opportunities in both Nursery and Reception are exceptionally well planned. The activities that children choose for themselves are exciting and stimulating, and the teaching during adult-chosen activities is outstanding. These two ways of learning are kept in a good balance, and they make sure that children make good and, at times, outstanding progress.
- Pupils learn their sounds and letters (phonics) quickly because of daily practice in groups across the school; pupils achieved the standards they should in the national phonics check in 2012.
- Pupils are encouraged to read at home and at school, developing a strong culture of reading for enjoyment. Pupils effectively use the strategies they have been taught, and are prepared to have a go at unfamiliar words. Although standards in reading in 2012 were below those expected nationally, by the time pupils left the school in Year 6 they had made good progress from very low attainment when they entered the school.
- The good progress of Nursery and Reception is maintained throughout Years 1 and 2. In an engaging practical lesson on writing poetry, all pupils showed the ability to use a wide range of words to describe objects, feelings, places and times of the year. More-able pupils were challenged well as they had to include similes in their work.
- In 2012, the attainment of pupils at the end of Year 6 was below average, and progress rates were lower than 2011. The 2012 results and data about progress in Key Stage 2 are not fully representative of the work of this school. A number of pupils joined the school just prior to the national tests, and some pupils who were in the school for longer had particular circumstances that slowed their Key Stage 2 progress.
- School data shows achievement in mathematics has improved rapidly over the past year and pupils are on track to achieve average standards. A similar picture can be seen in reading, writing and English.
- Pupil premium funding is used effectively. It is directed towards supporting pupils so that the gap between their attainment and that of all other pupils has closed. In 2012, Year 6 tests showed these pupils were less than a term behind their classmates in English, and at the same standard in mathematics. They made more rapid progress than their classmates through Key Stage 2. The funding is also used effectively to improve pupils' self-esteem and confidence.
- Specially tailored programmes mean that pupils whose circumstances might otherwise make them vulnerable, and those with special educational needs, make the same good progress as all other pupils. They master reading and writing skills over time because the other adults who support pupils' learning are highly skilled. For example, they encourage pupils to build their own sentences with support and then complete the writing independently. This instils confidence and pupils are pleased with their success.

- Those who speak English as an additional language make progress in line with their peers in school. They generally get good support from the other adults who work with them. This was observed in many of the lessons seen but there are inconsistencies. Not all staff model good English accurately nor consistently promote it, so some pupils struggle with language and communication issues: they do not develop the language skills to fully understand and explain their work as rapidly as they might. However, by Years 5 and 6, these issues have generally been overcome and progress rates accelerate further.

The quality of teaching is good

- Typically, teaching is at least good and there is an increasing amount of outstanding practice, especially in Early Years and Years 5 and 6.
- Teachers are committed to improving their own teaching and pupils' learning, shown in the way all staff in Reception and Key Stage 1 classes have strengthened the teaching of reading and staff in Key Stage 2 are improving pupils' writing skills.
- Consistent strengths of teaching across the school include the excellent use of the school's outdoor learning facilities and the way pupils' literacy and numeracy skills are developed across a stimulating range of subjects and contexts. For example, Reception children's language and knowledge of the world around them was effectively extended as they explored the exciting story of aliens who ate pants through a wide range of activities. In this case, all the adults modelled excellent language structure through discussion of the aliens' lives, habits, thoughts and activities.
- The other adults who support learning generally provide outstanding support to pupils. Where teaching is at its best, they are well deployed and all adults skilfully manage pupils' behaviour and sustain encouraging relationships with pupils to lift their self-confidence, including disabled pupils and those who have special educational needs.
- High-quality questioning, followed by a strong emphasis on pupils explaining their ideas and extending their understanding, typified the best teaching seen. For example, during an English lesson in Year 3, the teacher's modelling of a rich range of vocabulary extended the pupils' understanding of empathy. The pace was excellent and the other adult supporting learning in the lesson provided excellent assistance to the less-able pupils in the class.
- Where teaching is not as effective, adults do not explain to pupils what they are aiming to learn in the lesson and why. As a result, they do not exploit pupils' excellent attitudes to learning. The learning can slow when pupils are not clear on what is the most important thing they are doing, and so what to check for themselves that they are understanding.
- Most marking and guidance given to pupils is of a high standard, especially in Years 5 and 6. However, such good practice and high expectations are not as yet consistent and so pupils do not always know how to improve their work.

The behaviour and safety of pupils are outstanding

- Pupils, staff and parents all agree that the behaviour of pupils is extremely strong. Even in the less strong lessons, they have excellent attitudes towards their work. They work very well together and can equally work by themselves when required. They all want to give their best and achieve as well as they can.

- Pupils behave very well in the playground and around the school. They say that there are occasional disagreements, but these are quickly resolved. However, they know that an adult is always on hand to give them support should they need it. They thoroughly enjoy school.
- Pupils say that when an adult intervenes it is to help them to resolve an incident together rather than to 'sort it out' for them. There are also school monitors who help with any issues and the pupils take these responsibilities seriously.
- Pupils feel safe. They are very clear about what constitutes bullying and the various forms in which it can take place, such as verbal, mental and physical bullying. They were adamant that this occurs very rarely in school and that, when it does, it is dealt with quickly and resolved. School records confirm this view.
- Pupils' attendance has improved rapidly from a low figure in 2012.

The leadership and management are good

- Although the headteacher has only been in post a relatively short time, she and the new deputy headteacher provide the energy and drive which, after a period of mixed standards and staff changes, has secured a strong team approach to leadership and management. As a result, senior leaders, including governors, strive for all that is best for the pupils.
- Together, leaders check school performance accurately and correctly identify areas to improve. They have made marked improvements in the Early Years Foundation Stage, where teaching quality has risen and both the indoor and outdoor areas have been rapidly improved. The rigorous self-evaluation and effective actions show that the school has good capacity to improve.
- Good leadership makes sure that high-quality care and safeguarding of pupils' welfare sustain the pupils' excellent behaviour and relationships across the school. It also makes sure that the various religions and cultures in the school are shared and celebrated and so supports the pupils' excellent social, moral, spiritual and cultural development.
- Supportive links with parents and other agencies, including the adjacent children's centre, demonstrate the way the school uses good partnerships to advance pupils' progress.
- The headteacher has earned the respect of her colleagues, as shown in the highly positive responses to the staff questionnaire. She has high expectations and works closely with senior colleagues to carry out thorough evaluation of teachers' performance. Points identified for improvement are followed up with effective training to improve teaching and learning. Leaders evaluate pupils' progress in order to inform judgements about teachers' progression through the pay scales.
- The school not only uses its pupil premium funds effectively, but also provides extra funds for disabled pupils and those who have special educational needs to promote good progress for pupils with such needs. This shows the school's determination to eliminate discrimination and promote equal opportunities.
- The local authority provides light-touch support for the school, including good-quality training for governors and subject leaders.

■ The governance of the school:

- The governors have improved the way they check the work of the school since the last inspection and now have a good knowledge of the school's strengths and weaknesses, including the quality of teaching. For example, governors cross-reference school data with their findings during frequent visits to observe pupils' learning and with the comprehensive evaluations of school performance from the headteacher. They also compare school data about pupils' achievement with those found nationally. Governors take full advantage of training opportunities; for example, in safer recruitment of staff and managing finance. Governors are both supportive and suitably challenging in the way in which they hold the school to account. They know how good teachers are rewarded and how the small amount of less-strong teaching is being improved. Governors keep a careful track on finance. They make sure, for example, that expenditure on new information and communication technology, such as tablet computers, and extra funds, such as the pupil premium, are used to strengthen pupils' progress and narrow any gaps in achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103192
Local authority	Birmingham
Inspection number	411771

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	706
Appropriate authority	The governing body
Chair	Shafiq Sharif
Headteacher	Sarah Hewitt-Clarkson
Date of previous school inspection	5 March 2010
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