

# Anderton Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	103192
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336031
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Patricia Potheary

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>	701
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Shafiq Sharif
<b>Headteacher</b>	Ms Anne Bufton
<b>Date of previous school inspection</b>	4 December 2007
<b>School address</b>	Dennis Road Sparkhill West Midlands
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## Introduction

This inspection was carried out by five additional inspectors. Most of the time was spent looking at learning, including pupils' work and 28 lessons taught by 26 teachers. Meetings were held with groups of pupils, the chair of governors and staff. Inspectors observed the school's work and looked at local authority reports, information about pupils' progress, staff and pupil surveys and safeguarding procedures. The inspection team analysed 59 responses to parent and carer questionnaires.

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

- the use of assessment to support progress for different groups, especially in writing
- the link between attendance and attainment
- how well school leaders have improved outcomes
- the quality of provision, especially curriculum and accommodation, in the Early Years Foundation Stage.

## Information about the school

Anderton Park is much larger than the average primary school. All pupils are from minority ethnic groups, largely of Asian origin and mainly Pakistani. Almost all pupils speak English as an additional language. There are higher than average numbers of pupils with special educational needs and/or disabilities. A significant minority of pupils is eligible for free school meals. Several awards have been achieved recently, including recognition as a Healthy School. A new children's centre on site, managed by the governing body, provides a range of support services to parents and families, including regular sessions where parents and their children play together.

**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

Anderton Park is a delightful, happy and improving school, where pupils achieve well in their academic work and personal skills. Pupils are exceptionally polite and considerate and their outstanding behaviour is particularly noticeable in lessons, where they are keen to do well and work very hard. Pupils enter the school with skills well below those expected for their age and by the time they leave, attainment is just below average. The progress made by pupils of all abilities, including those with special educational needs and/or disabilities, is good, especially in reading and mathematics. In writing, progress is good overall but more variable.

Senior staff have a very accurate view of the strengths and weaknesses of the school. Strong leadership, particularly by the headteacher, based upon high quality evaluation of outcomes, has ensured that teaching and learning keep improving. Well over half of lessons are now good and the proportion of outstanding lessons is increasing. A remarkable turnaround in the last three years has resulted in secure improvements to pupils' progress and attainment, and good capacity to improve further. This is despite a proportion of pupils taking extended leave during term time, which slows the work of the school in raising attainment. Nevertheless, attendance is satisfactory with very low levels of unauthorised absence.

There are several particular strengths in teaching, including fast-paced, interesting activities and work which is organised carefully to meet different needs. Teachers generally use assessment accurately to target the next steps in pupils' learning, although this is not the case in every lesson. In a few cases, planning, marking and feedback are not linked closely enough to pupils' targets and their progress slows as a result.

The good curriculum focuses strongly on the basic skills of literacy and numeracy in dedicated lessons, and provides a wealth of experiences in sport and the arts. However, the school is aware that planning to teach basic skills across different subjects is not yet systematic enough to strengthen the use of literacy, numeracy and information and communication technology in more practical situations. The curriculum supports outstanding spiritual, moral, social and cultural awareness. Pupils learn to respect those who are different from themselves, reflect deeply on issues in the world around them and treat each other with considerable care and kindness.

The satisfactory Early Years Foundation Stage helps children feel safe and happy and make steady progress. Small group work is of good quality, but some activities and facilities are more suited to older children and there is not enough emphasis on children exploring for themselves. Leadership of provision for this age group is satisfactory, but

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outcomes are not evaluated carefully enough to securely pinpoint ongoing areas for improvement.

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

- Raise attainment so that more pupils reach average levels and above by the time they leave school, especially in writing by:
  - improving the use of assessment so that targets, planning and feedback are linked and clearly indicate the next steps in pupils' learning
  - providing planned opportunities for pupils to consolidate and extend their basic skills in all subject areas
  - ensuring that parents and carers are fully aware of the strong links between attendance and attainment, in order to reduce the number of days lost to extended leave.
- Strengthen provision and outcomes in the Early Years Foundation Stage through:
  - providing a stronger emphasis on children exploring and learning for themselves, including making better use of the outdoor environment
  - making sure that all activities and facilities are suited to the needs of young children
  - establishing a more effective focus by leaders on evaluating outcomes and thus improving provision.

## ■ Outcomes for individuals and groups of pupils

2

Pupils' excellent behaviour and attitudes ensure that lessons run smoothly and their work is productive. As one explained, 'I love learning.' Average attainment, although rising, is not yet secure for all year groups, due to a legacy of underachievement which is still being addressed. This is particularly evident in writing in some year groups. Achievement is now good for all groups, regardless of ethnicity or gender, including those with special educational needs and/or disabilities and those who are just beginning to learn English. Almost all pupils speak English as an additional language and many arrive at the school with little or no understanding of English, which is one reason why writing is slower to develop. Progress in reading, writing, mathematics and science is now good overall and pupils really enjoy their lessons, often saying that they are the 'best thing about school'. They particularly enjoy information and communication technology. Pupils contribute keenly. In one lesson, for example, they enthusiastically came up with some very good ideas for replacing the ordinary word 'covered' with the more descriptive 'blanketed'.

Pupils' caring attitudes towards others and the environment mean that they act safely and feel safe, playing amicably together. They willingly take on many responsibilities and make a good contribution to the community, for example, helping to improve a local park and participating in the Lord Mayor of Birmingham's young people's debate. The

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good progress pupils make in basic skills, their strong personal development and their high aspirations contribute to effective preparation for their next school and future lives.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

The quality of teaching has improved considerably since the last inspection and in the increasing number of lessons where teaching is outstanding, some very rapid learning is taking place. Interesting lessons with plenty of variety, visits and projects motivate pupils to want to succeed and work hard. Good subject knowledge and careful planning help teachers meet the needs of different groups with the result that most pupils, regardless of ability, build their learning well. Thorough care, guidance and support are effective in identifying those who need extra help or who might be experiencing learning or other difficulties. High quality small group teaching, for example, is provided each day for four year groups in literacy and numeracy to successfully boost the skills of those who need this extra support. It is especially effective for those who need help with the English language and for those in Year 6. The school takes many steps to encourage regular attendance, which has improved in the nursery and Year 6, but is not always

<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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supported by parents, who increasingly take extended leave during term time.

The curriculum provides many good opportunities for pupils to develop their interests, such as musical instrument playing. Opportunities to develop basic skills, such as measurement or writing in more practical situations in other subjects, are not planned systematically enough to be fully effective. Assessment is usually used well to help pupils understand what they need to do to take the next steps in learning and to meet different needs. This is not the case in all classes and for some pupils learning is sometimes satisfactory rather than good as a result. Teachers in these classes do not link feedback to pupils' with their targets to indicate clearly how they can progress further. The Healthy Schools Award reflects the effectiveness with which the curriculum encourages pupils to lead healthy lives. One pupil, for example, described how she now plays outside a lot more, feels better and has more energy as a result.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Over the last three years, the senior leadership team has been very effective in increasing pupils' progress, through outstanding work to improve teaching from inadequate to good. The team's high aspirations of what can be achieved are shared enthusiastically by pupils and staff. Leadership at all levels is good overall with some very challenging targets being set and met, although not in writing. The school has a high quality system for evaluating its work and monitoring the progress of different groups. This enables leaders to set the right priorities for improvement.

Governors use a wide range of professional skills effectively in holding the school to account. However, despite strong leadership from the chair, not enough governors are able to attend meetings regularly, thus limiting their role in school improvement. Inspectors drew governors' attention to an issue relating to the maintenance of accommodation, which they agreed to promptly resolve.

Robust and effective procedures for safeguarding pupils are regularly reviewed and developed. The new Children's Centre is a significant and high quality development for increasing contact with parents, helping parents to support their child's learning and improving links with health and social care. The school is effective in ensuring equal opportunities for all pupils. Successful relationships with the community and good promotion of community cohesion are supported by strong links with other schools locally and abroad. This ensures that pupils develop a good understanding and respect

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for people from many different backgrounds, cultures and faiths.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	1
<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>
<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>2</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>2</b>

## Early Years Foundation Stage

Children make a smooth start in the nursery and parents are welcome to join them. Skills on entry in all areas, particularly in speaking/listening and numeracy, are very low compared to those expected for the age. By the time they leave Reception, however, children's personal and social skills have progressed well, and in all other areas progress is satisfactory. The indoor learning environment for all ages and that outside in the Nursery are good overall, with plenty of interesting activities on offer to stimulate children's imaginations and encourage them to explore. In one class, for example, an attractive area is set up to stimulate children to re-enact the story of Goldilocks. Facilities are more limited in Reception, with no free access to the outside area. Leadership is satisfactory, but the drive for improvement is slowed by variable use of assessment. As a result, planning to meet children's different levels of skill is not secure in all sessions, and some children do not make as much progress as they should. The teaching of small groups is mostly of good quality, with literacy and numeracy development well supported. In contrast, in several classes, interactions with children as they explore are not sufficient to encourage good language development. Activities are often more suited to older children; there is too much sitting for long periods and excessive direction of learning by the teacher. Good personal development is evident in children's thoughtful behaviour and the responsible way they look after equipment and show a growing confidence.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## **Views of parents and carers**

Most parents are very positive about the school, particularly appreciating the fact that their child enjoys school, is kept safe and helped to lead a healthy life. One parent typically commented, 'as a parent I am very happy with the progress my child has made this year'. A few parents expressed concerns, covering a wide range of individual issues. The school is aware of the issues and has either addressed them or is seeking to do so.

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

Ofsted invited all the registered parents and carers of pupils registered at Anderton Park 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 59 completed questionnaires by the end of the on-site inspection which is low. In total, there are 701 pupils registered at the school representing 310 families. .

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	42	34	58	0	0	0	0
The school keeps my child safe	28	47	30	51	1	2	0	0
The school informs me about my child's progress	24	41	29	49	6	10	0	0
My child is making enough progress at this school	16	27	33	56	9	15	0	0
The teaching is good at this school	22	37	31	53	5	8	0	0
The school helps me to support my child's learning	21	36	28	47	9	15	0	0
The school helps my child to have a healthy lifestyle	21	36	38	64	0	0	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)	16	27	35	59	3	5	0	0
The school meets my child's particular needs	14	24	38	64	4	7	2	3
The school deals effectively with unacceptable behaviour	22	37	29	49	7	12	1	2
The school takes account of my suggestions and concerns	18	31	28	47	7	12	4	7
The school is led and managed effectively	21	36	29	49	7	12	0	0
Overall, I am happy with my child's experience at this school	26	44	27	46	3	5	1	2

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.**



8 March 2010

Dear Pupils

Inspection of Anderton Park Primary School, Sparkhill, B12 8BL

Thank you for being so welcoming when we visited your school. We very much enjoyed meeting you, joining you for lunch and seeing some of your lessons. Yours is a good school with many interesting things going on, just as you described. Senior staff work hard to keep developing the school and, for this reason, your work is improving all the time. Skilful teaching helps you to make good progress and do well. We like the way you really enjoy your learning and always try to do your best. You told us that your teachers make lessons fun and interesting. Your attainment is still improving from a low level, especially in writing, and so we have asked the school to:

- improve the link between your targets and the way teachers discuss what you have done, to clearly show you the next steps in your learning
- give you more opportunities to practise basic skills in practical ways across different subjects
- make sure your parents and carers understand the importance of good attendance in helping you to do well at school.

We suggest that you discuss these issues with your teachers, and help them by working hard and sharing your ideas.

In Reception, you make satisfactory progress and are well behaved. We have asked your school to make more improvements so that you all make good progress. We have particularly asked the teachers to help you explore more things for yourselves, especially outside the classroom.

You show mature attitudes to taking on responsibility and contribute well to school life and the community. You were keen to tell us that the school keeps you safe and looks after you well. It is therefore pleasing to see that you are helping yourselves by eating healthy food and taking more exercise. Your behaviour is outstanding, particularly in the way you value learning and play such an active part in lessons. You show a very considerate and mature understanding and respect for others, including those who have different beliefs and ways of living. We wish you good luck in the future.

Yours sincerely

Patricia Potheary

Lead inspector

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