

# Anston Hillcrest Primary School

Hawthorne Avenue, South Anston, Sheffield, South Yorkshire, S25 5GR

## Inspection dates

4–5 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Anston Hillcrest continues to provide an excellent standard of education for all its pupils.
- Staff have created an exceptionally attractive, stimulating and inspirational learning environment in which pupils thrive.
- All pupils achieve extremely well during their time in school. They make outstanding progress and achieve standards which are higher than the national averages in reading, writing and mathematics.
- Highly effective help and guidance mean that pupils who are supported by the pupil premium funding, those who are disabled, those who have special educational needs, and the most able, do especially well.
- The needs of pupils attending the enhanced speech and language resource are extremely well met, enabling them to make good progress from their different starting points.
- Teaching is consistently good and much is outstanding. Lessons are highly enjoyable and well planned, enabling pupils to flourish during their time in school.
- Pupils are given good quality information on how well they are doing. They have a good understanding of what they need to do to improve, but teachers often fail to draw their attention to good handwriting and presentation of work.
- Pupils' behaviour and attitudes to learning are outstanding. Relationships are a genuine strength. Pupils feel very safe and respect the staff and each other.
- The school is exceptionally well led and managed. The extremely determined headteacher is strongly supported by the highly effective deputy headteacher, senior managers and staff at every level.
- The governing body contributes significantly to the success of the school. Governors have an accurate view of the school's strengths and areas for development.
- The overwhelming majority of parents are extremely supportive of the school.
- Attendance is consistently above average.

## Information about this inspection

- Inspectors visited 13 lessons or parts of lessons, two of which were observed jointly with the headteacher and spent time in the enhanced speech and language resource. Inspectors looked at a range of pupils' work and heard a number of pupils from Year 1 and Year 6 read.
- Meetings took place with the headteacher, senior leaders, staff, groups of pupils, members of the governing body and the local authority consultant headteacher.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account 35 responses to the on-line questionnaire (Parent View) and met informally with a group of parents. Inspectors also took into account 74 responses to the school's own survey of parents' views. The views of staff and pupils were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Gill Curtis

Additional Inspector

## Full report

### Information about this school

- Anston Hillcrest is an average sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is below the national average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is below the national 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 pupils' attainment and progress in English and mathematics.
- Since the previous inspection, there have been significant changes in staffing, including the appointment of a new headteacher and deputy headteacher.
- Specialist resource provision which meet the needs of disabled pupils and those with special educational needs from across the local authority is located within the school. The resource provides for 13 pupils with specific speech and language difficulties.

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

- Improve the appearance of pupils' work by making sure that the marking of pupils' work highlights the importance of neat handwriting and careful presentation.

## Inspection judgements

### The achievement of pupils is outstanding

- From their individual starting points, pupils make outstanding progress during their time in the school.
- Most children start the Nursery class with overall skills and knowledge that are broadly as expected for their age. Year-on-year variations in the abilities of groups of children mean that sometimes their skills in language, communication and personal development are below expectations. However, they storm through the Early Years Foundation Stage so that on entry to Year 1 they have caught up.
- This good progress continues in Key Stage 1. The results of the 2012 and 2013 Year 1 national reading checks were well above the national average.
- Reading is well taught and pupils develop an enjoyment of reading and a love of books. Year 1 pupils' faces lit up as they spoke of their love of reading and the enjoyment they get from it, while Year 6 told inspectors how they were 'inspired' by reading.
- In 2013 at the end of Year 2, standards were above the national average in reading, writing and mathematics. By the end of Year 6, attainment is well above the national average and at the highest levels, and the proportion of pupils making the expected levels of progress, or better, is high compared with the national average .
- School data for pupils currently in the school show that pupils in all classes are making at least good and, in many cases, outstanding progress in all subjects. Learning observed in lessons and work seen in pupils' books clearly demonstrates this.
- Disabled pupils and those who have special educational needs, including those who attend the enhanced speech and language resource, receive focused support to ensure that they progress well and develop their learning. Many overcome their difficulties and are confident learners. This demonstrates the school's commitment to equality of opportunity.
- A good level of challenge is built into lessons to ensure that the most able pupils also reach their full potential. One pupil described learning as 'really exciting because we have different challenges every day'.
- Pupils eligible for pupil premium funding also make similar levels of progress as their classmates and reach high standards. However, the proportion of eligible pupils is so small that it is not possible to make comparisons with non-eligible pupils or determine accurately if gaps between the two groups are closing in English and mathematics.

### The quality of teaching is outstanding

- Much of the teaching across the school is outstanding and it is never less than good. Teachers have high expectations of all groups of learners. They create a calm, welcoming and extremely positive learning environment, which encourages good relationships and promotes high expectations of pupils' behaviour and achievement.
- The quality of displays throughout the school is superb. Pupils speak enthusiastically about their lessons. Teachers plan lessons around topics which often start with a 'wow' experience, such as a visit and end with an event where they put into practice what has been learnt.
- Lessons build very effectively on previous learning, based on teachers' good understanding of pupils' needs. Extremely competent learning support assistants make important contributions to lessons whether working with groups or with individuals.
- Pupils show a willingness to join in lessons as they are confident that their views and opinions are valued by adults and classmates alike. Discussions in small groups or pairs are well established and are an integral part of lessons.
- Teaching in the enhanced speech and language resource matches that found elsewhere in the school. Pupils are encouraged to persevere and review their work, and this has led to rapid

improvements over time.

- The questioning of pupils is extremely effective. Skilful questioning techniques ensure that all pupils remain involved in lessons and help to consolidate learning by encouraging pupils to give detailed explanations for their answers.
- Pupils' work is marked regularly and teachers make suggestions as to what pupils should do to improve their work. The school's leaders have identified that there are inconsistencies in the quality of marking and taken action to remedy this. However, teachers do not draw pupils' attention to the sometimes erratic presentation of their work and untidy handwriting.
- Provision in the Early Years Foundation Stage is outstanding. Routines are well established and activities carefully organised. Staff, working as a highly organised team, provide an inspired range of learning experiences and children quickly become eager and self-assured learners.
- Pupils from the enhanced speech and language resource are fully integrated into lessons and benefit greatly from the opportunities provided for all.
- The overwhelming majority of parents who responded to Parent View agreed their children are taught well.

### **The behaviour and safety of pupils are outstanding**

- Pupils have outstanding attitudes to school. They very much enjoy their work and are very proud of their school.
- Their excellent behaviour makes the school a safe and harmonious place to be. Older pupils act as excellent role models for the younger pupils in school, helping to maintain a very positive climate for learning.
- Pupils develop a thirst for knowledge as they move up the school and the ability to work equally well on their own or as a member of a group. Behaviour in lessons is excellent. Pupils are polite and respectful of each others' opinions.
- They are included in all aspects of school life and are encouraged to take on responsibilities within their own classrooms as well as across the school. They take on responsibilities, such as tuck shop monitors, playground leaders and school council members, with great dedication and enthusiasm.
- The pupils' voice is strong throughout the school. For example, the school council is working with staff to improve pupils' ability to keep themselves safe.
- Pupils understand the potential dangers of using the internet and social media. They understand different types of bullying and how to deal with any should it occur. Pupils report that it is extremely rare. They have every confidence in adults to follow up any problems that they cannot sort out for themselves.
- Pupils say they feel safe and that everyone looks out for each other. This view is supported by parents and staff alike. Pupils behave safely and sensibly as they move around school, in the dining hall and out on the playground.
- Lessons and assemblies provide the information they need on how to keep themselves and others safe. The school's excellent provision for pupils' spiritual, moral, social and cultural development has an extremely positive influence upon their excellent behaviour.
- The youngest children play well together indoors and out. They are developing well in their skills in sharing, taking turns and helping each other.
- Attendance is above average, pupils are punctual and any absence is always followed up quickly.

### **The leadership and management are outstanding**

- The pursuit of excellence is central to the work of the school. The headteacher, senior leaders, middle leaders, governors and all members of staff, including those in the enhanced speech and language resource, are highly ambitious in their determination to ensure pupils achieve their full

potential. They know the school well and quickly identify any areas for improvement.

- Under the strong leadership of the headteacher, staff work together to maintain consistently high quality teaching. Regular lesson observations by senior leaders and those responsible for mathematics and English, result in suggestions for improvement in even the very best lessons. Teaching staff reflect on their own work, always looking for ways to improve pupils' learning. Teachers are held accountable for their teaching and their contribution to pupils' progress. Performance management targets are linked to opportunities for further training to help them to continue to develop their skills.
- The school has well-established systems for tracking pupils' progress, which are used to identify pupils who might need extra support. However, staff are not solely reliant upon data because they know the pupils so well. They take pupils' personal circumstances into account when reviewing academic progress and learning needs.
- The rich and creative curriculum meets the needs of pupils extremely well. The range of subjects is wide and varied, promoting not only English and mathematics, but other useful skills, such as knowledge of a modern foreign language, an appreciation of singing and music, and life in other countries.
- Pupils are provided with a variety of valuable and exciting experiences. These include trips to places of interest and visitors to the school, which stimulate pupils and broaden their understanding of the world in which they live. The quality of pupils' artwork is outstanding. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through the curriculum.
- Good use of the pupil premium funding ensures that the teaching of eligible pupils leads to at least good progress. The funding has been used to enhance the curriculum, and provide staff training and resources.
- The new Primary School Sport funding is being used to pay for specialist training in gymnastics and dance to increase the subject knowledge of staff. Lunch time supervisors will also receive training to lead playtime games. They will in turn train pupil playground leaders. The number and range of after-school clubs has increased, particularly for Key Stage 1 pupils. This is having a positive effect upon pupils' physical well-being.
- The local authority holds the school in high regard and maintains light touch support in its monitoring of the school. It makes good use of expertise from within the school to support other schools across the authority. The school is part of an extremely active and effective learning community, together with other local schools, and arranges for staff to observe strong practice elsewhere.
- The school makes every effort to reach out to parents and make them welcome in school. The school website is up-to-date and provides much valuable information. Overall, parents are happy with the school. All say their children are happy and safe.
- **The governance of the school:**
  - The governing body provides outstanding support through its involvement and the challenge it presents in holding the school to account. The governors have a very clear understanding of the quality of teaching and pupils' achievement compared with pupils nationally through training, regular attendance at meetings and visits to the school. They know what the school is doing to constantly improve its performance. Governors make sure finances are used in a way that supports pupils' learning effectively. For example, they know how the pupil premium funding is spent and how well eligible pupils are doing as a result. They are also aware of plans for the use of the additional sports funding and will monitor its impact closely. Governors use their knowledge to make decisions about staffing and to make sure teachers' pay is linked to pupils' performance. Governors know what is done to tackle underperformance should it arise. They ensure that statutory duties are met and safeguarding arrangements meet current national requirements.

## 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

<b>Unique reference number</b>	106922
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	429051

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gail Foster
<b>Headteacher</b>	Pam Ward
<b>Date of previous school inspection</b>	4 December 2007
<b>Telephone number</b>	01909 550022
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