



# Anderton Park Primary School

## Inspection Report

**Unique Reference Number** 103192  
**LEA** Birmingham  
**Inspection number** 285516  
**Inspection dates** 9 March 2006 to 10 March 2006  
**Reporting inspector** Bogusia Matusiak-Varley AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Dennis Road
<b>School category</b>	Community		Sparkhill
<b>Age range of pupils</b>	3 to 11		Birmingham, West Midlands B12 8BL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4641581
<b>Number on roll</b>	700	<b>Fax number</b>	0121 4424643
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Shafiq Sharif
<b>Date of previous inspection</b>	26 February 2001	<b>Headteacher</b>	Mr Michael O'Keefe

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 9 March 2006 - 10 March 2006	<b>Inspection number</b> 285516
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## **Introduction**

The inspection was carried out by four Additional Inspectors.

## **Description of the school**

The school is much larger than average and is situated near the city centre of Birmingham in an area of high socio-economic deprivation. Virtually all pupils speak English as an additional language and about a quarter of them are in the early stages of English acquisition. The percentage of pupils eligible for free school meals is well above average and a broadly average number have learning difficulties.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Standards are well below national averages in English, mathematics and science and the pupils' achievement is inadequate. Higher-attaining pupils, those with learning difficulties and pupils with English as an additional language make unsatisfactory progress. The school has recognised that standards are not high enough and, whilst self-evaluation is broadly accurate, the strategies employed are not yet successfully raising standards at a fast enough pace. Provision in the Foundation Stage is satisfactory and the pupils make satisfactory progress. Attainment on entry to Year 1 is well below average because of the very low starting points of these pupils.

The quality of teaching and learning is inadequate. The major weaknesses are that expectations of pupils are not high enough in Years 1-6, information gained from assessment procedures is not yet used effectively, teachers do not work as a team and there are inconsistencies in practice. The curriculum is satisfactory overall and is enriched with a good range of extra curricular activities, but opportunities for pupils to develop their skills of literacy, numeracy and information and communication technology (ICT) are unsatisfactory. Provision for pupils' personal development is satisfactory and the school works appropriately with outside agencies. Pupils' attitudes and behaviour are satisfactory and relationships among pupils are good. Attendance is below national average but is improving. Punctuality is good.

The leadership and management of the school are inadequate. The headteacher and deputy headteacher are not providing a clear educational direction in raising standards. In spite of some very effective practice demonstrated by the newly appointed assistant headteachers, the school is not led and managed in a sufficiently strategic way and, as a result, staff morale is low. Support staff are not effectively deployed. Governance of the school is inadequate as governors are not fully aware of the many weaknesses in the school. While the pupils are cared for in a safe environment, the guidance and support they receive are inadequate. Targets are not high enough and pupils are unsure as to what they need to do in order to improve. The school's capacity for improvement is inadequate and insufficient progress has been made since the last inspection. At present the school gives unsatisfactory value for money.

### What the school should do to improve further

- Raise standards and improve achievement for all groups of pupils in English, mathematics and science, by raising teacher expectations of what the pupils can do.
- Improve the quality of teaching and learning by providing engaging tasks appropriate for all year groups and improving the use of assessment data to move pupils on in their learning.
- Improve the leadership and management of the school by: ensuring

that the headteacher and deputy headteacher establish a rigorous, strategic approach to help raise standards; improving teamwork throughout the school to raise morale; deploying support staff effectively; and developing the role of the governing body to ensure that it receives sufficient information about pupils' underachievement. • Improve the care, guidance and support for all pupils by ensuring that they are fully aware of what they need to do to improve their learning

## **Achievement and standards**

### **Grade: 4**

Standards are well below average by the time pupils leave school and achievement is inadequate for all groups of pupils. On entry to the Nursery, children's starting points are very low. As a result, provision and progress are satisfactory although pupils do not attain the expected standards in communication, language, literacy and mathematical development. On entry to Year 1, standards are still well below those expected nationally. Children capable of higher attainment do not make satisfactory progress because they are not sufficiently challenged.

Standards are in decline in Years 1 and 2 and are well below average in reading, writing, mathematics and science. In several classes in Years 3 to 6, especially in booster groups, there are some examples of satisfactory progress but this is not sustained. By the end of Year 6, standards in English, mathematics and science are well below national average. Pupils do not make the required progress and are not prepared well for secondary school. The very low standards are reflected in the national test results of 2005. The school cannot demonstrate clear and sustained improvement in spite of its many aspirational strategies.

The school's evaluation of inadequate standards and achievement is correct. Pupils are not well prepared for achieving economic well-being and parents are rightly concerned about the standards their children attain.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Right from the Foundation Stage, children want to please their teachers. In personal, social and emotional development, children are encouraged to listen attentively and 'stay on task'. Throughout the school, attitudes to learning and behaviour are satisfactory. Pupils are very keen to learn even when lessons fail to engage their interest. The work of the learning mentor is having a positive impact on developing relationships and pupils' attitudes to school. Attendance is improving. It is below the national average but the school is doing all it can to raise attendance levels. Pupils' punctuality is good. The school council says pupils feel safe in school and they are proud of the work done in relation to working towards achievement of the Healthy Schools Award and the creative work that they have undertaken with artists in residence, especially in science.

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are familiar with their local heritage and make a satisfactory contribution to the community.

They are learning more about what it means to live in a modern multicultural society. However, they are not developing appropriate skills to achieve economic well-being as their academic standards are not high enough.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning is inadequate for all groups of pupils other than those in the Foundation Stage where it is satisfactory. However, even here children who are capable of higher attainment are not sufficiently challenged. Generally, teachers' expectations are not high enough and tasks set for the pupils are not based upon a thorough understanding of their prior attainment. There are pockets of good practice throughout the school but teaching is not consistent among year groups. In the best lessons, teachers motivate the pupils by encouraging a passion for learning. A 'you can do it' culture operates in these lessons and pupils make rapid progress as demonstrated in the booster classes for literacy and numeracy. Teachers mark regularly but do not give pupils sufficient opportunities to learn how to improve. Group targets are set according to needs, but there is a lack of individual target setting to speed up progress. Teaching assistants are not strategically deployed to meet pupils' needs and this slows down progress.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and it is enriched with a good range of visits and visitors as well as opportunities to develop healthy lifestyles. It meets statutory requirements but planned opportunities for pupils to develop their skills of literacy, numeracy and ICT in other subjects are limited. There are weaknesses in the school's implementation of the literacy and numeracy strategies. For example, not all staff are aware of how to implement aspects of guided writing and there are too many personal interpretations of how the strategies should be taught. The two newly appointed assistant headteachers are tackling these issues. The curriculum for children in the Foundation Stage is satisfactory and plenty of opportunities are provided for children to learn through play.

### **Care, guidance and support**

#### **Grade: 4**

The school has too rosy a view of the way it supports the pupils and it overestimates its provision. Staff are very caring and the pupils say that they feel safe and well looked after. The school safeguards every pupil satisfactorily. Child protection procedures, risk assessments and the staffs' knowledge of their pupils' health needs are satisfactory. However, all groups of pupils are not sufficiently well supported in their academic work and this is unsatisfactory. Pupils' pastoral care, guidance and support are better

than the academic guidance. Systems for tracking and monitoring academic performance are satisfactory but information from these is not effectively translated into classroom practice. The school does not make effective use of setting individual academic targets and ensuring that pupils understand them in order to improve their learning.

## **Leadership and management**

### **Grade: 4**

Leadership and management of the school, as well as governance, are inadequate. The school's evaluation of leadership and management is too generous. The school does not set clear enough educational direction and its targets for pupils lack challenge. The present systems do not offer staff sufficient support in raising standards. This dissipates team effort and undervalues individuals. Consequently, morale is low among some staff and this is having a negative effect on raising standards quickly and effectively. The drive to improve standards has not been determined enough as evidenced by the inconsistencies in the implementation of the literacy and numeracy strategies. Monitoring and evaluation of the school's performance has been ample but it lacks the rigour to ensure all learners do as well as they can. Improvement since the last inspection has been inadequate and the school does not have sufficient capacity for future improvement.

Several members of the senior management team are knowledgeable, eager and enthusiastic but they are thwarted in their attempts by the lack of rigorous systems in bringing about improvement. Governors have not held the school's leadership accountable for the low standards largely as a result of not having the correct information given to them. Parents are consulted on aspects of school life but a significant minority of them are rightly worried about the leadership and management of the school. Financial resources, such as the strategic deployment of support staff, are not deployed to best effect and this is having a detrimental effect on raising standards at a fast pace.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	4	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Thank you for making us feel so welcome in your school and for being honest with us when we spoke to you. We really enjoyed chatting with you. These are the things we found out about your school.

What works well:

- The school displays your work well.
- You are punctual and enjoy the activities offered to you, especially sports coaching and the breakfast club.
- You behave sensibly, care about one another and try to please your teachers.
- You make fast progress in booster classes.

What needs improving:

- The progress you make and the standards you achieve in English, mathematics and science.
- The quality of teaching, so that teachers expect more of you in lessons and help you learn as you work.
- Teachers' knowledge of what you have previously learnt and what you need to learn next.
- The way your school is run, so that all your teachers are working together and know what they need to do to help all of you learn at a faster rate.
- Your governors' knowledge of the many problems your school faces.
- The ways in which you are guided and supported in improving your work.

Other inspectors will visit your school regularly to see how you are getting on. We wish you well in the future.

Yours faithfully

Ms B T Matusiak-Varley Lead inspector