

# Inspection of Ankermoor Primary Academy

Rene Road, Bolehall, Tamworth, Staffordshire B77 3NW

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Inspection dates: 17–18 September 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Overall effectiveness at previous inspection

Not previously inspected

## **What is it like to attend this school?**

Pupils are happy at this school. They feel safe and cared for. Pupils are respectful of each other and the adults they work with. Relationships are positive. Pupils told us that bullying is not a problem at the school because 'we learn to treat each other the way we want to be treated'. Pupils told us that if they have any worries there is always someone to help them.

Behaviour is good at Ankermoor. Most pupils try their best in lessons and are proud of their work. Pupils play together well at breaktime and lunchtime.

Pupils like the recent changes at the school, including the new library area. Leaders promote reading for pleasure and pupils are encouraged to read as much as they can. Pupils have also noticed the changes to what they are learning about. They told us that lessons are more interesting than they used to be.

Leaders have made lots of changes at the school. This includes a new approach to how the curriculum is organised so that pupils can achieve well in all subjects. Leaders are determined to build on the significant improvement in pupils' achievement that their changes have brought about.

## **What does the school do well and what does it need to do better?**

Children in the early years achieve well. They are happy and confident because of the lovely relationships they have with staff. Teachers make sure that tasks build on what children already know. Staff know that many children struggle with their speech and communication skills. Children's skills improve quickly because of activities that promote talking and sharing throughout the day. Children learn to read as soon as they enter Reception. There are many opportunities for children to practise reading the sounds they know in all areas of the curriculum.

Over the past two years leaders have concentrated on improving teachers' skills in teaching reading, writing and mathematics. Pupils' learning in these subjects is getting better but some pupils do not gain the skills they need to read fluently. This hinders how well some pupils do in other subjects.

Some pupils do not read well because teachers do not give them enough help. In key stage 1 pupils do not practise reading the sounds they know because reading books are not matched to what they have learned in phonics (letters and the sounds they represent) lessons. This means that some pupils struggle to keep up with their classmates during guided reading lessons.

Leaders want pupils to achieve well in all subjects. There are new plans for subjects, including history, geography, physical education (PE) and computing. These plans are well ordered. Teachers plan learning to build pupils' subject knowledge as they progress through the school.

Pupils are starting to build knowledge in some subjects. Pupils in Year 4 told us about their topic on ancient Rome and what they have learned about democracy. In other subjects planning to build pupils' knowledge is less well developed. For example, in religious education (RE) pupils know little about religions other than Christianity. Pupils do not learn a modern foreign language.

Pupils learn well in mathematics. Teachers make good use of what they know about what pupils can already do. Teachers make sure that pupils understand new learning by using practical equipment and pictures. Pupils use this knowledge to complete more tricky calculations, solve problems and explain their answers.

Teachers know the needs of pupils with special educational needs and/or disabilities (SEND) and plan activities to meet their needs. This works well in mathematics. Some pupils with SEND are not supported well enough to catch up with their classmates in reading.

Pupils and staff understand and model the school's values, including perseverance, trust and responsibility, every day. Pupils learn about their rights, but they also understand the responsibilities they have. Pupils enjoy their special roles. This includes 'digital leaders', who help other pupils understand how to use the internet safely.

Pupils learn about physical and mental health. They know what makes a healthy diet. There are a wide range of sports clubs, for example football and dodgeball, throughout the year. Pupils regularly take part in competitive events with schools in the local area.

Staff support the headteacher and his vision to ensure that pupils have the best possible experience at school. Everyone is united in the drive to make sure that pupils are ready for the next stage of education and future life. Staff agree that leaders and governors consider their workload and manage changes carefully.

Most parents are positive about the school. They say that their children are happy and safe. Several parents of children with SEND praise the support that their children receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that keeping pupils safe is their highest priority. Leaders carry out the right checks on staff before they start to work at the school. All staff receive training and regular updates so that they know how to spot any concerns about a child's welfare. Everyone is confident in how to report any concerns. Records show that leaders respond to concerns quickly and where needed they work closely with external agencies. This means that pupils get the help they need. Pupils learn how to keep themselves safe, for example when crossing roads, when they are near to water and when they use the internet.

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

### (Information for the school and appropriate authority)

- The least able pupils in key stage 1 and those who have not passed the phonics screening check in key stage 2 are not receiving the help they need quickly enough to improve their reading. Staff who teach phonics should be suitably trained. Also, the lowest attaining pupils' reading books should be closely matched to their phonics knowledge.
- Teachers do not make frequent enough checks on how well the least able pupils, including those pupils with SEND, have understood the shared text in guided reading sessions. Staff training to improve how well all pupils achieve in reading should continue.
- The school's curriculum is better planned to build pupils' knowledge and skills in history, PE and computing than it is in art, design and technology, and modern foreign languages. The school needs to build on what it has started to ensure that pupils achieve the best possible outcomes in all areas of the curriculum.
- Leaders should continue to support subject leaders to evaluate the new approach to curriculum planning and delivery and to identify further training opportunities for all staff.
- Pupils do not know enough about cultures and religions different to their own. Leaders have put plans into place to address this, but they must continue to review this work to ensure that pupils have opportunities to develop the knowledge they need to prepare them for life in modern Britain.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143483
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10111696
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	146
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Julie Kirkham
<b>Headteacher</b>	Simon Russell
<b>Website</b>	<a href="http://www.ankermoor.staffs.sch.uk">www.ankermoor.staffs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy in October 2016. It is one of four primary schools in the Fierté Multi-Academy Trust. This is the first inspection since it opened. The predecessor school, which was inspected in May 2014, closed in September 2016.
- The school has a breakfast club that is managed by the school.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The lead inspector met with the headteacher, who is also the designated safeguarding lead (DSL), the deputy DSL and the special educational needs coordinator. She also met with two members of the local governing board and three members of the trust, including the chief executive officer.
- Inspectors met with groups of pupils, the early years leader, curriculum leaders and teachers to talk about the quality of education at the school.
- Inspectors focused on reading, mathematics, history and RE during this inspection. They also considered PE and computing on day two of the inspection.

- Inspectors made visits to lessons. Most of these visits were with curriculum leaders.
- Inspectors talked to pupils about their learning and experiences at school. They looked at their work in a range of subjects to see how well the curriculum is applied.
- An inspector heard several groups of pupils read.
- Inspectors considered a range of documentation provided by the school. They looked at the school’s website; school policies; curriculum documents; safeguarding information, including the checks that leaders make on staff prior to appointment; SEND records and published information about pupils’ performance.
- Inspectors considered the 26 responses to Parent View and the 16 free-text responses. An inspector spoke to parents informally on the playground.
- Inspectors considered the 14 responses to Ofsted’s staff questionnaire. Inspectors also considered the 18 responses to Ofsted’s pupil questionnaire.

### **Inspection team**

Jo Evans, lead inspector

Her Majesty’s Inspector

Barry Yardsley

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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