



Angram Bank Primary School

Address: Kinsey Road, High Green, Sheffield, South Yorkshire, S35 4HN

Unique reference number (URN): 107085

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Leaders have high aspirations for all pupils, including those who face barriers to learning. Overall, pupils achieve well and develop the knowledge and skills needed to progress to the next stage of learning. Pupils with special educational needs and/or disabilities generally progress well through the curriculum. This is reflected in published outcomes for national tests in reading, writing and mathematics at the end of Year 6. These have been close to or above national averages over time, including for disadvantaged pupils who achieve as well as or better than disadvantaged pupils nationally.

Pupils achieve well in the national Year 1 phonics screening test. Throughout the school, most pupils read accurately and fluently, with growing comprehension and stamina. Pupils' writing generally shows increasing accuracy in spelling, structure and composition. Across the curriculum, many pupils show secure recall of their previous learning. However, the quality of work in pupils' books is inconsistent, with some showing gaps in pupils' basic knowledge.

Attendance and behaviour

Expected standard 

Whole-school attendance and the attendance of groups, such as disadvantaged pupils, has been broadly in line with the national average over time. Leaders act to address concerns. They analyse attendance information, discussing individual pupils and identifying trends. Their actions, including the work of the pastoral team, have resulted in a reduction in the number of pupils with high levels of absence. Staff support parents and carers to remove barriers to attendance. They develop positive relationships to promote improvements to pupils' attendance.

The school is calm, orderly and welcoming. From the start of the day, pupils settle quickly into routines and respond positively to clear expectations. Pupils are polite and respectful to their peers, staff and visitors. At lunchtime, pupils socialise well and follow routines without issue. Staff demonstrate high expectations. There is a clear behaviour policy, which links to the school's values. Pupils demonstrate a secure understanding of what these mean. Where needed, leaders make adjustments to support pupils who require additional help meeting the behaviour expectations. Suspensions have reduced over time and, when used, these are appropriate. Pupils report that bullying is rare. They feel assured that staff will deal with this if it arises.

Curriculum and teaching

Expected standard 

Leaders have clearly designed the curriculum and mapped out a sequence for teaching across subject areas. They monitor provision so they can make improvements as needed. The positive impact of this work is clear. For example, leaders' implementation of a tracking system for essential learning in reading, writing and mathematics enables staff to identify gaps in pupils' knowledge and provide further support.

Teachers have secure subject knowledge. They build rapport with pupils and establish consistent routines that help pupils stay focused. Teachers use their checks on pupils' understanding to inform future teaching activities and set next steps. On the whole, appropriate adaptations to the curriculum ensure all pupils can learn successfully. Staff promote technical and subject-specific vocabulary. Occasionally, however, staff do not model the use of high-quality language. This leads to misconceptions, including grammatical errors, and affects the quality of pupils' written work.

Daily phonics sessions and linked sessions targeting gaps in phonics knowledge support pupils in the early stages of reading. A coherent reading curriculum gives older pupils access to challenging texts. Staff help them identify unknown vocabulary. A focus on English and mathematics helps pupils secure the foundational knowledge they need to become increasingly fluent readers, writers and mathematicians.

Inclusion

Expected standard ●

Leaders have a clear understanding of pupils' needs. Where pupils have special educational needs and/or disabilities (SEND), these are identified quickly. There is an embedded system for carefully tracking the progress of pupils who face barriers to learning, including pupils with SEND. Leaders are flexible and review provision regularly.

Staff know pupils and their families well. They act to remove barriers wherever possible. Leaders provide training and use external services, for example speech and language therapy, to ensure pupils' needs are met. Typically, staff adapt provision to reflect professional advice and to match pupils' support plans. Pupils with SEND benefit from focused one-to-one support where necessary. Occasionally, the adaptations made do not support pupils to become independent learners.

The school runs a specially resourced provision for pupils with hearing impairments. This is a highly focused, welcoming environment. Pupils who attend the provision are well supported and fully integrated in school life. Staff are appropriately skilled, for example using British Sign Language to communicate.

Pupils with additional needs are fully included in lessons and wider opportunities. They engage positively. Additional funding, including the pupil premium grant for disadvantaged pupils, is used well in making a positive difference and ensuring pupils access the same ambitious curriculum as their peers.

Personal development and wellbeing

Expected standard ●

The school offers a rich and individualised approach to personal development. Staff know pupils well and take time to understand their needs. Pastoral support is carefully tailored to each pupils' needs, and supports pupils and their families effectively. This includes referrals to external agencies and signposting to professional services where needed.

Pupils take on meaningful roles, such as 'mini police' and 'cultural capital captains'. These develop their leadership skills and sense of responsibility. Initiatives such as a 'children's university' enhance pupils' learning and preparation for later life. A range of after-school

clubs, including sporting and creative activities, are available to develop pupils' talents and interests.

The curriculum for personal, social and health education teaches pupils essential knowledge for later life. Pupils have an understanding of fundamental British values, such as democracy and the rule of law. They understand how these apply in context, such as through school rules or elections for leadership roles. Pupils learn about healthy relationships and are able to talk about staying safe, including online. Pupils can describe healthy lifestyles and know about activities which promote these. They learn about how their bodies change as they get older.

The school's inclusive culture is evident in pupils' appreciation of the importance of treating everyone fairly. In religious education and assemblies, pupils learn about major world religions. They understand there are some differences between people that are protected against discrimination, such as race, age and gender.

Leaders actively track pupils' participation in the personal development programme. They intervene to ensure that all pupils have the same opportunities. The personal development offer is wide ranging and impacts many pupils' experiences positively. However, it is not as coherently planned as it could be.

Needs attention

Early years

Needs attention 

Leaders have not developed a curriculum that identifies and sequences the key knowledge that children will learn across the early years foundation stage. This means it is difficult for leaders to check how well the curriculum is taught and leads to uneven quality of provision. In some instances, learning time is lost due to a lack of structure and purpose in the planned activities. The approach to phonics is inconsistent and, consequently, children's early reading skills are not developed as well as they could be.

That said, children are settled and engaged. The environment is calm and children sustain their focus on tasks. Staff interactions with children are high quality. Generally, thoughtful provision ensures children access a broad range of learning experiences that take account of their interests. For example, children delight in creating and sharing 'ice creams' in the role-play area's ice-cream shop. Children follow well-established routines that support learning. On the whole, they demonstrate positive behaviours, including during lunchtime. Children show independence, for example, when getting ready to go outside.

Leaders and staff foster constructive relationships with parents and carers. These help parents to support their children's learning at home. Leaders ensure staff share information about any gaps in children's knowledge. This supports smooth transitions. Typically, children are ready for their next stages.

In some areas of the school's work, such as the early years, leaders have not established a sufficiently clear strategic plan. In addition, leaders' and governors' processes for checking how well things are working lack the necessary precision. Governors' systems for using high-quality information to support and challenge leaders are not as robust as they need to be.

Notwithstanding, governors understand their statutory duties in relation to safeguarding and equalities. They scrutinise the impact of additional funding effectively. Governors maintain visibility, trust and engagement with the school community.

The school's culture is rooted in care, inclusion and community. Leaders demonstrate a thorough knowledge of their pupils and the local community. They understand the challenges faced by pupils' families and respond with empathy and flexibility. They adapt provision and support sensitively. Leaders put pupils at the centre of their work.

Staff are proud to work at the school and appreciate the cohesive and supportive ethos. Leaders' oversight of staff workload and wellbeing is embedded and informed by regular dialogue. Staff value one another, leaders and the opportunities they receive to develop further. They are positive about professional learning and how this supports their teaching. For example, recent training has impacted positively on the teaching of writing.

Leaders have identified priorities, which have been clearly communicated with staff. They work with others to address priorities and are proactive in seeking support. This is particularly true of their work on inclusion.

What it's like to be a pupil at this school

Pupils are welcomed into a school, where everyone is included. Pupils are positive about coming to school. They value the relationships they have with staff and their peers. Attendance is prioritised and most pupils attend regularly.

The environment is calm and settled. Pupils know the routines and expectations. They are polite and respectful in their interactions. Lunchtime is social and enjoyable. Everyone is valued. For example, birthdays are celebrated with traditional parties and games in the hall. In the classroom, pupils engage positively with their learning. Overall, they achieve well and talk about their learning with growing confidence. Teachers adapt their approach based on what pupils need so that all pupils, including those with special educational needs and/or disabilities, can access the full curriculum.

Pupils feel safe at school. They are confident that staff will listen and provide help when needed. They do not see bullying as a problem in their school. Beyond lessons, pupils benefit from opportunities to take on responsibilities and develop their interests. Roles such as 'mini police' give them a sense of purpose. Clubs and other extra-curricular activities allow pupils to develop their sporting and creative talents. Productions and events give them valuable experiences beyond the everyday curriculum. Leaders ensure all pupils can participate in this provision.

Pupils are well prepared for life after school. They learn about keeping themselves safe, both online and in the wider world. They understand that people have different beliefs and backgrounds, and that treating others fairly matters.

In the early years, children are settled and engaged. They enjoy a range of play-based learning activities and have high-quality interactions with staff. However, children do not learn as well as they could because there is not a clear and coherently planned curriculum that identifies the key knowledge children should learn.

Next steps

- Leaders should ensure that a curriculum is in place in the early years that clearly identifies and sequences the key knowledge children will learn across the early years foundation stage.
 - Leaders should ensure that staff consistently model high-quality language, so that all pupils develop accurate spoken and written language skills.
 - Governors and leaders should ensure that their systems for checking the quality of provision are robust and precise, so that they have an accurate picture of all aspects of the school's work and can work together effectively to drive improvement.
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About this inspection

The chair of the board of governors in this school is Susan Crookes.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, assistant headteacher and other leaders during the inspection. They spoke with representatives of the governing body and with a range of staff.

The inspectors confirmed the following information about the school:

The school runs a specially resourced provision for a small number of deaf pupils.

The school uses 2 unregistered alternative providers.

Headteacher: Andrea Carr

Lead inspector:

Dughall McCormick, His Majesty's Inspector

Team inspectors:

Lindsay Lomas, Ofsted Inspector

Michael Rowland, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

School and pupil context**Total pupils**

212

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

232

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

44.81%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.30%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.74%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	61%	Above
2024/25 (revised)	72%	62%	Above
2023/24 (final)	82%	61%	Above
2022/23 (final)	84%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (revised)	72%	75%	Close to average
2023/24 (final)	86%	74%	Above
2022/23 (final)	84%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25 (revised)	76%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23 (final)	84%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	46%	Above
2024/25 (revised)	76%	47%	Above
2023/24 (final)	82%	46%	Above
2022/23 (final)	75%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	62%	Above
2024/25 (revised)	76%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	75%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	59%	Above
2024/25 (revised)	82%	59%	Above
2023/24 (final)	82%	58%	Above
2022/23 (final)	75%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	60%	Above
2024/25 (revised)	94%	61%	Above
2023/24 (final)	82%	59%	Above
2022/23 (final)	75%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	68%	10 pp
2024/25 (revised)	76%	69%	7 pp
2023/24 (final)	82%	67%	14 pp
2022/23 (final)	75%	66%	9 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25 (revised)	76%	81%	-4 pp
2023/24 (final)	91%	80%	11 pp
2022/23 (final)	75%	78%	-3 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	78%	2 pp
2024/25 (revised)	82%	78%	4 pp
2023/24 (final)	82%	78%	4 pp
2022/23 (final)	75%	77%	-2 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	85%	80%	5 pp
2024/25 (revised)	94%	81%	14 pp
2023/24 (final)	82%	79%	2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	75%	79%	-4 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	5.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.8%	13.3%	Close to average
2023/24 (3 term)	18.1%	14.6%	Close to average
2022/23 (3 term)	12.3%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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