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12 May 2014

Mrs Sam Fearnehough
Headteacher
Anns Grove Primary School
Anns Road
Sheffield
South Yorkshire
S2 3DJ

Dear Mrs Fearnehough

Requires improvement: monitoring inspection visit to Anns Grove Primary School, Sheffield

Following my visit to your school on 9 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- refine the arrangements for governors to check on the impact of planned developments so that it makes clear how and when they will do this.

Evidence

During the visit, I held meetings with you, the deputy headteacher, a middle leader, a sports teacher, the learning mentor, three members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. I evaluated the post inspection action plan and looked at a range of evidence including information on pupils' progress, samples of pupils' work, lesson observation records and the minutes of governing body meetings. You accompanied me on a tour of the school, which included visiting most classrooms and sampling some pupils' work.

Context

Since the inspection in February 2014, two teachers have left the school. A newly recruited assistant headteacher has taken up post. One teacher left to begin maternity leave. Two classes are being taught by long term supply teachers who have known the school for some time.

Main findings

The post inspection action plan addresses all of the areas identified for improvement by the inspection in February 2014. Although this includes some reference to the role of governors in checking and evaluating the impact of planned developments this does not always specifically identify how and when this will be done. There is considerable evidence of the early impact of the school's work;

- The classrooms visited were calm and orderly with almost all pupils engaged in learning. There was no evidence of excessive chatting to the detriment of learning.
- Expectations of the most able within lessons were made explicit in terms of both the quantity of work expected and the quality.
- The staff have agreed the protocols of marking and feedback. Evidence seen in pupils' books shows that the quality of marking and feedback is improving and pupils are responding to this better marking, although some inconsistencies remain.
- Tracking of pupils' levels shows that progress and attainment are improving and where progress slows for any individual pupil this is identified and extra support provided.
- The evidence from joint observations of teaching, undertaken with your school improvement partner, indicate that the quality of teaching is improving as a result of teachers working together to plan and review a particular lesson (lesson study).
- The work of middle leaders is improving and they have a clear understanding of their role in improving teaching and raising standards.

All the planned developments are scheduled for completion by the end of this term and a new school development plan will be in place for the next academic year. A priority for the next academic year is to ensure that any new staff are quickly inducted into the school's routines and procedures.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The headteacher has been proactive in identifying better practice at several better performing schools. For example, teachers in Key Stage 1 visited a better performing infant school to look at the standards in writing. Senior leaders report this has raised the expectations of staff and this is beginning to be reflected in the work produced by pupils, particularly the most able. The local authority provides appropriate challenge and support through termly meetings to monitor progress and improvement and has helped to identify schools with particular strengths which are helping to develop the skills of staff.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Sheffield.

Yours sincerely

Amraz Ali
Her Majesty's Inspector