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Mrs Clare Middleton
Headteacher
St Anne's CofE (Aided) Primary School
Harrington Street
Worksop
Nottinghamshire
S80 1NQ

Dear Mrs Middleton

Requires improvement: monitoring inspection visit to St Anne's CofE (Aided) Primary School

Following my visit to your school on 22 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report 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 March 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:

- ensure that governors are provided with information on the proportion of pupils making and exceeding expected rates of progress so they can check more closely that the school is on track to meet its targets
- ensure that pupils who demonstrate exemplary behaviour are rewarded more readily in order to sustain their motivation to achieve the best they can.

Evidence

During the visit, meetings were held with you and other senior leaders, a group of pupils, members of the governing body and a representative of the local authority, to discuss the action taken since the last inspection. I evaluated your plans for improvement. I considered documentation relating to the monitoring of teaching. I reviewed your most recent data on pupils' progress and attainment. We conducted a

tour of the school. I considered the quality of teachers' marking. I considered the quality of pupils' learning in a range of subjects.

Main findings

You have provided guidance to help teachers plan their lessons. Teachers' plans show more clearly how they intend to ensure that pupils of different abilities are provided with work which challenges them. In particular, teachers are more sharply focused upon making sure that the most-able pupils are provided with work which extends their thinking. Pupils say that they are enjoying their learning in mathematics more because they are challenged to solve problems and undertake investigations.

Pupils showed examples of how the revised marking code is helping them to know what they have to do to improve their work. Pupils say that they have more opportunities to show adults how they have made improvements. This is helping them to be more involved in reviewing their progress towards reaching their targets and is motivating them to improve at a faster rate.

Teachers have higher expectations of the quality of pupils' presentation of their work. Pupils showed how they are constantly reminded of the standard of work which is expected, by reference to examples of the 'best handwriting' when undertaking their work. Pupils' workbooks show that the standard of presentation is improving in both their literacy and topic books.

Pupils confirm that the introduction of 'behaviour ladders' has helped them to be more motivated to achieve the rewards for behaving well. Although pupils say that this is helping to improve pupils' concentration and attitudes to learning during lessons, they would like to see more recognition and rewards given to those who consistently demonstrate exemplary behaviour.

Your checks on the quality of teaching have become more rigorous. These checks confirm that the quality of teaching and pupils' attitudes to learning are improving.

Governors are ambitious that pupils' progress improves rapidly. Although governors keep a close check on the progress and attainment of different groups of pupils, they have not been given regular information to help them check on the proportions of pupils making and exceeding expected rates of progress. Consequently, governors are not able to challenge leaders fully regarding the extent to which pupils are being challenged to achieve the best they can.

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 local authority advisor has provided effective support to the school. She has supported senior leaders in putting together a detailed action plan which sets out a series of activities targeted at addressing the areas identified for improvement.

The school has benefited from working with the Prospect Junior School in Worksop. This has helped to raise teachers' expectations of what pupils can achieve. Teachers have a better understanding of how to plan purposeful activities for pupils of different abilities, following training from the Deputy Director of Education for Southwell.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Nottinghamshire and the Diocesan Director of Education for Southwell.

Yours sincerely

David Carter
Her Majesty's Inspector