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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
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Ryan Cousins
Headteacher
Anston Park Junior School
Park Avenue
North Anston
Sheffield
South Yorkshire
S25 2QZ

Dear Mr Cousins

Monitoring inspection of a school not in a category of concern of Anston Park Junior School

This letter sets out the findings from the monitoring inspection that took place on 17 December 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also examined a range of school documents relating to safeguarding, behaviour, attendance, the curriculum and governance, as well as leaders' self-evaluation and school improvement plans. I visited lessons and spoke with pupils at lunchtime. I met with your special educational needs coordinator, the chair of the local governing body and a representative from the local authority. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

Main findings

Since the previous inspection, there has been a change in leadership of the school. The substantive headteacher at the time of the previous inspection has retired. Since June 2024, the school has received external support from White Woods Primary Academy Trust. Your role as interim headteacher was brokered by the trust from this point. The school is in the process of academisation to join this multi-academy trust. A new interim chair of governors was appointed in September 2024.

This monitoring visit focused on improvements to the quality of the curriculum, behaviour and provision for pupils with special educational needs and/or disabilities (SEND).

Since the last inspection, you and other leaders have prioritised the most urgent issues. Improvements have been made to the culture of behaviour across the school. You have started the important work of raising the school's expectations of what pupils can achieve. You have taken decisive action to implement changes to the behaviour policy. Staff have been provided with the necessary training to ensure that pupils' individual needs are met. Changes to routines and systems are ensuring a calmer start to the school day. Pupils know what is expected of them. Your work has already had a noticeable impact. It has significantly reduced the number of suspensions and behaviour incidents. Learning environments are purposeful. Pupils are polite and respectful. Those pupils who need additional support to manage their feelings and behaviours receive this from staff who have a better understanding of their needs.

Some improvements have been made to the curriculum. Curriculum documentation provides increased detail. There is now clarity on what the school intends for pupils to learn. Teachers know what to teach and when. However, you acknowledge where this needs further strengthening. There is still work to do to ensure that all subjects are sufficiently adapted to meet the needs of the pupils attending your school and that all teachers know how to assess the progress made by pupils in these subjects.

The school is benefiting from the support of the trust. This has been integral in providing professional development for staff. You have provided teachers with the necessary time to implement the training they have received. There is a clear approach to teaching in lessons. Staff have developed their understanding of how pupils learn. Teachers explain and model new learning well. Pupils have the opportunities they need to learn and apply new knowledge. They regularly revisit prior learning, which helps to deepen their understanding. This work needs to continue to ensure that teaching methods are consistent across the school.

The school is committed to improving the provision for pupils with SEND. Alongside the trust inclusion lead, you have accelerated necessary changes to improve the arrangements for pupils with SEND. Adaptations have been made to the way that support plans are written. These are now more reflective of pupils' needs and outline clear strategies of support. However, as you rightly recognise, the support these pupils receive in the classroom is not yet consistent, so pupils' learning remains variable.

The local governing body is in a period of transition following the departure of a number of governing body members. The trust has worked with those responsible for governance. It has ensured that governors take an active role in supporting and challenging the school to make necessary changes. You have valued this support from the trust, which has provided further quality assurance of the school's provision. You have used this information to refine action plans and to support staff.

The actions you have taken to date have been highly effective in bringing about improvement. You have a clear understanding of the school's weaknesses. Since the previous inspection, you and other leaders, in partnership with external support from the trust, have maintained a purposeful focus on school improvement. You are doing the right things, in the right way and at the right time.

I am copying this letter to the chair of the board of governors, the Department for Education's regional director and the director of children's services for Rotherham. This letter will be published on the Ofsted reports website.

Yours sincerely

Sarah Gordon
His Majesty's Inspector