

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk

**Direct T** 0117 311 5373  
**Direct F** 0117 315 0430  
**Direct email:** jo-anne.harwood  
@tribalgroup.com



14 December 2012

Mrs H Brown  
Executive Headteacher  
St Peter and Paul's Catholic Primary School  
Gordon Road  
Ilford  
Essex  
IG1 1SA

Dear Mrs Brown

**Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to St Peter and Paul's Catholic Primary School**

Following my visit to your school on Friday 14 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you and your staff 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 October 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the executive headteacher, other senior leaders, two members of the Governing Body, a representative of the local authority and a group of pupils. The school improvement plan was evaluated. The inspector looked at examples of lesson plans, the school's marking policy and minutes of the meetings of the governing body.

**Context**

The local authority and Diocese were unable to appoint a new headteacher for September 2012 so the deputy headteacher took the role of acting headteacher. She led the school at the time of the section 5 inspection. The local authority and the Diocese decided that the school needed more support and appointed an experienced executive headteacher, but only until July 2013. She began work in November and

divides her time between St Peter and St Paul's and another local catholic primary school. The former deputy headteacher now has the role of associate headteacher.

## **Main findings**

The school has been through an unsettled time in the last six months. The new executive headteacher has quickly established herself and is providing strong leadership. Together with the associate headteacher, she has begun to tackle key weaknesses. For example, she has changed the timing and frequency of the review meetings to discuss pupils' progress and has purchased a new software package to enhance the way that information about pupils' progress is collected and analysed. She has also established robust procedures to manage the performance of teachers.

The school development plan focuses clearly on the areas for improvement noted at the section 5 inspection. It does not state clearly what effect actions are expected to have on pupils' attainment and progress or set out milestones by which improvements can be tracked. The executive headteacher has drawn up a comprehensive monitoring schedule that ensures that all senior leaders are involved in checking different aspects of teachers' work.

The governing body continues to fulfil its statutory duties. The executive headteacher has set up a 'governors' day' to help the governors improve their understanding of their role in holding the school to account. The governing body has not evaluated its effectiveness or undertaken a review of its functions and structures since the section 5 inspection.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- minimise further changes to the school's leadership in the short-term to avoid further uncertainty for the staff and pupils
- request an external review of governance from the National College of School Leadership
- sharpen the school improvement plan to include measurable outcomes and milestones for actions that help the governing body to judge whether school leaders have been successful in improving achievement
- collate the information gathered from the monitoring of teaching and learning to provide a full overview of each teacher's strengths and areas for development.

Ofsted will continue to monitor the school until its next section 5 inspection.

## **External support**

The local authority has a clear plan to support the school and meets regularly with school leaders and a representative of the governing body to review progress. Support from English and mathematics consultants is well-targeted and welcomed by school staff.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Redbridge and the Director of Education for the Diocese of Brentwood.

Yours sincerely

Melanie Knowles  
**Her Majesty's Inspector**