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27 June 2013

Mrs Griffiths
St Patrick's Catholic Primary School
Deedmore Road
Wood End
Coventry
CV2 1EQ

Dear Mrs Griffiths

Requires improvement: monitoring inspection visit to St Patrick's Catholic Primary School

Following my visit to your school on 26 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. 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 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you and your deputy headteacher, five representatives of the Governing Body including the Chair, a representative of the local authority and I had a telephone conversation with your Education Improvement Adviser (EIA) to discuss the action taken since the last inspection. The school improvement plan was evaluated. I also toured the school with you and visited all classes while pupils were in lessons.

Main findings

Since the last inspection, you have introduced effective systems for checking on teaching and pupils' progress. You and your deputy headteacher have responded to the resultant findings with suitable urgency. For instance, inadequate teaching and staff absence led to underachievement by pupils in Years 3 and 4. With support from the governing body, additional teachers and support have been allocated to these classes in order to overcome this legacy. You have also implemented appropriate

systems to measure the impact of this additional support. Your on-going assessment shows that the proportion of good teaching is increasing and all inadequate teaching has been eradicated. Two newly qualified teachers have been appointed for the next academic year. You have established appropriate plans to induct and support them in the early stages of their career. All staff are being held to account for improvements in pupils' achievement. You have successfully implemented half-termly meetings to check on pupils' progress. All teachers have implemented suitable programmes for those pupils in danger of falling behind. The school's data show that pupils are making accelerated progress as a result of targeted teaching and support.

The school improvement plan contains relevant priorities for development. Although the plan is fit for purpose, some aspects need tightening up. For example, success criteria needs greater precision in some instances, clear milestones are not in place and 2014 Key Stage 1 targets need to be included. You and your deputy headteacher have implemented a range of strategies to drive forward improvements in other areas such as handwriting, marking and mathematics. However, on-going checks show that these strategies are not being applied consistently by all teachers. This requires improvement.

Training and support has helped middle and subject leaders increase their skills and confidence but further work is required before they are fully able to support senior leaders in bringing about the necessary improvements. Training has also been provided for governors by the EIA. The Governing Body has a greater understanding of the schools strengths and areas for development because they are finding out more about the school for themselves. This is aided by the good range of information provided by you and your deputy headteacher. Governors have increased their understanding of how pupil premium funding is spent and more importantly they can describe what impact this is having on pupils' outcomes.

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:

- improve the quality of teaching by inducting newly qualified teachers effectively and ensuring all staff delivers consistently good or outstanding lessons;
- target and support those pupils in the current Years 3 and 4; securing rapid and sustained improvement to close the gaps in their learning
- embed and evaluate the impact of strategies such as handwriting, marking and mathematics; ensuring all are consistently applied by all staff;
- develop further the role of middle and subject leaders; increasing their ability to support the senior leaders raise standards;
- sharpen up elements of the school improvement plan so that progress towards the priorities can be accurately measured.

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

A good range of support has been provided by the local authority which has helped secure improvements in leadership and management, and teaching and learning in the school. Constructive links with the family of schools in the network have been cultivated. For instance, joint moderation of pupils' work has shown teachers' assessments to be accurate. Good pastoral support has been provided for the headteacher.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for insert local authority name and as below.

Yours sincerely

Paul Weston
Her Majesty's Inspector