

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

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

Direct T: 0121 679 9154
Direct email: aidan.dunne@serco.com



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Kevin Shakespeare
Headteacher
St Peter and Paul Catholic Primary School
Arkle Drive
Off Woodway Lane
Coventry
CV2 2EF

Dear Mr Shakespeare

Requires improvement: monitoring inspection visit to St Peter and Paul Catholic Primary School

Following my visit to your school on 1 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 June 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:

- encourage pupils to check their work and correct mistakes themselves
- ensure teaching assistants are used to support pupils appropriately at the beginnings and ends of lessons.

Evidence

During the inspection, meetings were held with you, your deputy headteacher and phase leaders, the seconded special educational needs coordinator, the National Leader for Education, the Chair and a member of the governing body, the local authority's school improvement partner and pupils to discuss the action taken since

the last inspection. The school's improvement plans were evaluated. I scrutinised a range of documents and visited seven lessons.

Context

There have been some considerable changes to staff since the recent inspection. Five teachers have left the school. Three new teachers and a teaching assistant have joined the school, including one newly qualified teacher. One teacher has returned from maternity leave. You have re-organised your leadership team and moved key staff into different year groups. The school is working with two clusters of schools, Romero and Synergy. A National Leader of Education is working with the school.

Main findings

You and your staff are working with a renewed sense of urgency to tackle the weaknesses identified in the recent inspection. Your school development plans are sufficiently detailed and focus clearly on the key areas for development.

Your leadership and management are improving. Your new deputy headteacher has begun to take action to support you in improving the school. She has a sound understanding of the school's strengths and areas for development. She is working constructively with the literacy and mathematics coordinators. Together they are using information about pupils' progress to better hold teachers to account. The changes to staff timetables to allow senior staff to monitor together and this is improving their confidence in making accurate judgments about the quality of teaching. The seconded special educational needs coordinator has an accurate view of procedures and of the needs of pupils with special educational needs and/or disabilities. She is in the process of updating your systems and interventions to better support pupils.

The governing body is improving. They have reviewed their skills to better match them to the monitoring needs of the school. They are coming into school more frequently to meet with staff and pupils and to check on the improvements that are being made.

Teachers' expectations of pupils are higher. Teachers' marking is improving. Pupils are encouraged to respond to teachers' comments and are given time to complete this work. Teachers are focusing on ensuring pupils take greater care in the presentation of their work and spell more accurately. However, pupils are not identifying errors and correcting their work themselves. For example, they are too dependent on teachers to identify misspelt words. Teaching assistants are supporting pupils better during the main part of the lessons. However, teaching assistants are not always used effectively at the beginning or end of lessons to improve pupils' learning.

Pupils' behaviour is improving. Pupils stated they liked the new 'good to be green' policy. They understood what they needed to do to gain rewards and were very excited about the mystery reward at the end of half term. Pupils are enjoying learning. Pupils stated that bullying is rare and they feel safe in school.

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 support provided by the local authority is carefully matched to your needs. The link the local authority set up with the National Leader in Education is working well. The participation of staff in the two clusters of schools, Romero and Synergy, is providing opportunities for training and moderation, joint planning and the sharing of good practice. Newly qualified teachers are supported well through arrangements in the cluster.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Coventry and the Diocese for Birmingham.

Yours sincerely

Michelle Parker
Her Majesty's Inspector