

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524

**Direct T** 01695 566933  
**Direct F** 01695 729320  
**Direct email:**



6 October 2014

Mrs Claire Harrison  
Headteacher  
St Edmunds RC Primary School  
Queens Street  
Little Hulton  
Worsley  
Manchester  
Lancashire  
M38 0WH

Dear Mrs Harrison

### **Requires improvement: monitoring inspection visit to St Edmunds RC Primary School, Salford**

Following my visit to your school on 3 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on 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 June 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection, the school was also judged to require improvement.

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 the recommended review of governance is undertaken as a matter of urgency.

### **Evidence**

During the visit, I held meetings with you, with representatives of the Governing Body, and a representative of the local authority. I also held a phone conversation with the Deputy Director of Education for the Salford Diocese. I met with a group of pupils and looked at some workbooks from across all classes. We made short visits to each class. I evaluated the school improvement plan, and documents related to your monitoring of the quality of teaching.

### **Context**

Three new assistant headteachers have been appointed since the section 5 inspection. They took up their posts in September.

## **Main findings**

You are single-minded in your determination to drive forward improvements and your vision is reflected in every classroom and corridor in the school. You have made three new appointments to the leadership team and have clearly defined all leaders' roles and responsibilities. You have also reorganised your teaching staff, so that less experienced staff are working closely alongside these lead teachers. This has already had a significant impact, creating a much greater consistency in how teachers mark pupils' work and in how they organise learning.

Leaders have established minimum expectations for both teachers and pupils. Pupils present their work beautifully and take great pride in their cursive handwriting. Teachers are consistently following the new marking policy and pupils speak enthusiastically about the immediate feedback they are receiving from their teachers. Pupils now have regular, scheduled time to correct their mistakes and receive direct support to correct any misconceptions that teachers identify in their work. It is clear from their books that this approach means that pupils do not move on to new work until their learning is secure. However, the work teachers set for more-able pupils is still not challenging enough. Pupils recognise this and say their teachers could expect more from them.

You are monitoring teachers' work very closely, with regular lesson observations, alongside scrutinising planning and the work in pupils' books. Importantly, you are using this activity to give immediate feedback to teachers and then checking on how they act on this. However, your feedback and guidance to teachers does not yet focus enough on how groups of pupils are learning. This is reducing the impact your monitoring has on improving teachers' performance.

Governors have reorganised since the last inspection and have established a standards and effectiveness committee. They intend to use this to strategically monitor school improvement. The diocese has been successful in identifying additional governors with educational expertise. However, governors have not undertaken nor scheduled the recommended review of governance, nor have they understood the importance of doing so. They still do not act as an independent leadership body in the school, capable of bringing effective challenge and support to the school's leaders.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection. I intend to return to the school next term in order to meet with governors and evaluate the progress they have made against the areas of improvement from the last inspection.

## **External support**

The local authority and diocese have both identified fundamental weaknesses in the governance of the school. The diocese has taken action to identify new governors who will bring the necessary expertise to the governing body. However, the impact of this cannot be evidenced as they have not yet taken up their post. The local authority adviser knows the school well and provides effective support to the headteacher. She has organised appropriate support from another local school to develop the skills of the senior management team. The local authority has also established a half-termly monitoring programme of the school's progress by senior officers. This will include keeping a close check on the progress governors make in implementing any actions recommended by the external review.

I am copying this letter to Mr Grahame Walker, the Chair of the Governing Body, to Ms Charlotte Ramsden, the Strategic Director of Children's Services for Salford, and to Mr Kevin Quigley, the Director of Education for the Diocese of Salford.

Yours sincerely

Philippa Darley

**Her Majesty's Inspector**