

11 June 2009

Mr John Mapperley
St Peter's CofE Junior School
Ashworth Avenue
Ruddington
Nottinghamshire
NG11 6GB

Dear Mr Mapperley,

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 19 May 2009, for the time you gave to our phone discussions and for the information which you provided before and during my visit. I would be grateful if you could pass my thanks to governors and pupils for the important contribution they made.

Since the inspection a middle leader has been appointed to promote Excellence and Enjoyment.

This letter will be posted on the Ofsted website.

As a result of the inspection on 6-7 October 2008, the school was asked to:

- Improve the quality of teaching by ensuring that it meets the needs of all learners more effectively.
- Develop systems that will give pupils a clear idea of their goals and how they can improve their work to reach them.
- Continue to implement and employ monitoring and evaluation systems to ensure that teaching and the rate of progress made by all pupils improves.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the points for improvement.

Pupils are making more rapid progress largely as a result of better teaching. Evidence seen during the visit suggests the school is on course to achieve its challenging targets for Year 6. In every year group there is evidence of better progress, particularly in writing and mathematics. In Years 3 and 4 the rate of progress has improved and matches that in Years 5 and 6. The progress made by pupils with learning difficulties and/or disabilities has improved as a result of

carefully targeted one to one support. Improvements to the curriculum, such as the involvement of pupils in creating characters to promote healthy lifestyles, are increasing pupils' enjoyment of school.

Inadequate teaching has been eradicated and a greater proportion of teaching is good or better. Teachers are much more routinely assessing pupils, spotting the gaps in learning and adjusting plans to meet the needs of pupils more effectively. Planning consistently shows teachers are designing lessons that more fully meet the needs of the full ability range. Lessons usually start and finish with all pupils being taught together, but during the middle part of lessons pupils usually work on tasks designed for three ability groups. Good pace is maintained because teachers set timed targets and regularly review progress to ensure pupils are clear about what is required. Pupils often have the opportunity to work with partners so they can be actively involved and can give considered responses to teachers' questions. Occasionally, there is a lack of flexibility in the organisation of lessons that prevents pupils from choosing more challenging work.

Across the school pupils consistently know their targets and usually know to achieve them. The school is reinforcing this through its reward system. The school is particularly good at giving praise for the progress made by the lower attaining pupils. Central to the progress the school has made in using targets has been the improvements made to the regular assessment of pupils' progress. The school uses more formal testing, together with teacher assessments, to ensure it has an accurate view of pupils' progress. This results in pupils generally having challenging half-termly targets. Additional support is provided through teaching assistants for pupils who are not reaching their age-related expectations. Pupils have regular opportunities to review each other's work and to indicate the extent they feel confident about their learning. Although some inconsistencies in marking remain, teachers' comments usually highlight where improvements are needed.

Monitoring and evaluation has improved. Assessment information is the focus of regular meetings at which all teachers are held to account for the progress pupils make. The senior leadership team regularly observe lessons and scrutinise pupils' work. Judgements made about the quality of provision are accurate and teachers work very hard in responding to the perceptive feedback they are given. Governors are much more actively involved in monitoring the work of the school. This rigorous monitoring is ensuring more consistent teaching and better pupils' progress. The school has identified the priorities that can lead to further improvement. The curriculum is being developed so that different subjects can contribute more to the development of important skills, such as writing. The school is beginning to use the information it has about pupils' progress to analyse the achievement of different groups.

External support has been effective in bringing about improvement. Staff talked positively about the support provided by Advanced Skills Teachers, Consultants and the School Improvement Adviser. The local authority is very sensibly reducing its involvement in joint monitoring in response to the growing confidence demonstrated by all leaders in the school.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Kevin Sheldrick
Her Majesty's Inspector