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Ann-Marie Wilson  
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Dear Miss Wilson

### **Special measures monitoring inspection of St Peter's CofE Primary School**

This letter sets out the findings from the monitoring inspection that took place on 30 September and 1 October 2025 on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI). The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to require special measures following the graded (section 5) inspection that took place in April 2025.

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, Dughall McCormick, His Majesty's Inspector (HMI), and I discussed with you, the chief executive officer (CEO) of Lincoln Anglican Academy Trust, other senior leaders from the trust, members of the interim executive board (IEB), a representative of the local authority and the director of education from the Diocese of Lincoln, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. We also gathered views from parents and carers; scrutinised a range of documents, including those related to the curriculum and safeguarding; and checked the school's single central record. We also reviewed responses to Ofsted Parent View, the online survey for parents and carers, and the staff survey. I have considered all this in coming to my judgement.

**Leaders have made progress to improve the school, but more work is necessary for the school to no longer be judged as requiring special measures.**

**HMCI strongly recommends that the school does not seek to appoint early career teachers.**

**The position regarding the appointment of early career teachers will be considered again during any monitoring inspection we carry out.**

### **The progress made towards the removal of special measures**

Since the most recent graded inspection in April 2025, there have been some changes to the leadership of the school. You were initially seconded to the school as an executive headteacher in April and became the substantive headteacher from September 2025. The governing body has been replaced by an IEB. The Lincoln Anglican Academy Trust (the trust) has significantly increased the amount of support for the school.

During the inspection, we focused our inspection activities on safeguarding, behaviour, attendance and the provision for pupils with special educational needs and/or disabilities (SEND). We also visited the early years and some reading lessons.

You and other leaders now have a more accurate view of the school. Working closely with trust leads, you have developed a comprehensive and appropriate plan to address the areas identified in the last graded inspection. The plan is ambitious, carefully considered and mindful of staff's workload. The implementation and impact of the plan are being supported and monitored by the IEB, diocesan education adviser and trust leads. Initial work has rightly focused on key priorities, including safeguarding, behaviour, attendance, reading and on providing suitable adaptations for pupils with SEND.

Since your arrival, you have demonstrated a determination to improve the school at pace. Parents, pupils and staff have an increasingly positive view of the school. Staff morale has improved. They are proud of all that has been achieved so far, but clear that there is still more to be done to secure better outcomes for pupils.

Following the previous inspection, school and trust leaders have acted swiftly to address areas of concern. Improving the culture of safeguarding has been a priority for the school. A thorough review of safeguarding practices was carried out. Immediate action was taken to resolve the most urgent issues.

Staff and pupils are now reporting concerns more regularly, with increased confidence that these will be followed up appropriately. Risk assessments have been strengthened, and formal arrangements are now in place between the school and the childcare provision that shares the same site. You are beginning to identify specific risks that pupils may encounter and have taken action to help them better understand how to stay safe. This work is in its infancy and needs to further embed to become fully effective.

You and other leaders have also introduced a new behaviour system and worked with staff to begin to implement this. While leaders and staff recognise that there is still more to do, pupils say that behaviour in lessons and at unstructured times is improving. They

say learning is less frequently disrupted. The school has strengthened routines and there are an increasing number of staff having higher expectations of how pupils should behave. During the inspection, most pupils were seen to be engaged in their lessons and behaving well at breaktimes. Further embedding of these systems is required, so that all pupils feel safe at breaktimes. Parents spoken to during this visit said that their children now enjoy coming to school.

The school has reviewed the quality of support for pupils with SEND. Staff have had some initial training to enable them to adapt their teaching to meet individual needs. School leaders, supported by trust leads, have begun to quality assure this provision. Leaders are beginning to consider how to adapt the curriculum to ensure pupils with SEND understand how to stay safe.

The school has strengthened checks and follow-ups to support pupils to attend school regularly. There are early signs that these changes are having a positive impact.

With support from trust leads, the school has introduced a new approach to the teaching of reading. This is being implemented with increasing consistency. However, it is still in its infancy. Therefore, the impact that it is having on pupils' reading fluency and comprehension cannot yet be evaluated. Staff continue to teach the school's phonics scheme with fidelity and in an engaging manner. Pupils are achieving well in phonics, because staff check pupils' knowledge and address misconceptions swiftly.

You and other leaders have begun to review the personal development curriculum. This has been focused on making sure that pupils know how to keep themselves safe both online and within the local community. While the school has made some progress, further work is needed to strengthen pupils' understanding of protected characteristics and the potential risks of using social media. Leaders also recognise the need to develop robust processes to help them identify the specific vulnerabilities pupils may face, thus ensuring a proactive and preventative approach to helping them keep safe.

The school is benefiting from support from the Diocese of Lincoln's Education Advisory Team. For example, staff are engaging with the training provided to improve their subject knowledge of the religious education curriculum.

I am copying this letter to the chair of the IEB, chair of the board of trustees and the CEO of the Lincoln Anglican Academy Trust, the director of education for the Diocese of Lincoln, the Department for Education's regional director and the director of children's services for North East Lincolnshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Nicky White  
**His Majesty's Inspector**