

# St Augustine's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	103720
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	355441
<b>Inspection dates</b>	27–28 September 2010
<b>Reporting inspector</b>	Mary Davis

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Tom Farrell
<b>Headteacher</b>	Mrs Gillian Deery
<b>Date of previous school inspection</b>	20 November 2007
<b>School address</b>	Heathcote Street Radford, Coventry CV6 3BL
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## Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons and all 12 teachers, and held meetings with groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work and looked at policies and development planning; the analysis of data related to the tracking of students' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; the governing body minutes pupils' work and 35 questionnaires from parents and carers, together with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Current assessment data, including the analysis of 2010 test results and the learning and progress in current lessons to confirm that the pace of progress is continuing to improve.
- The success of leadership in ensuring a consistent quality of teaching.
- The use of assessment in lessons and how well pupils know how to improve their work and reach their targets.
- Whether patterns of attendance are improving strongly enough.

## Information about the school

St Augustine's Catholic Primary School is a larger than average school serving a densely populated area close to the city centre. Nearly a third of the pupils are from minority ethnic backgrounds and the proportion of pupils who speak English as a second language is rising, the largest of these groups being of Polish and Tamil origin. The proportion of pupils with learning difficulties and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is broadly average.

The headteacher has been in post since the beginning of September 2010. The school has achieved Basic Skills Quality Mark, Healthy Schools status and Involve Accreditation. The Pirate Club after-school provision, run by a private provider, is inspected and reported upon separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Augustine's Catholic Primary School provides a satisfactory quality of education. The new leadership is clearly focused on areas for improvement and already establishing strategies to promote good learning and address underachievement. A strong sense of community is evident as pupils from diverse backgrounds not only get on well but also care for each other. They are quick to welcome newcomers and look after the most vulnerable: this is a result of the example shown by the adults around them. Each pupil is known and cared for as an individual. The increasing numbers of pupils who arrive at the school who are at the early stages of learning English are extremely well supported, for example by Polish and Tamil interpreters who not only take an active role in the classroom but also aid communication with parents and carers. As a result of the school's focus on safety, all pupils feel extremely safe and look out for the safety of each other, for example, when walking down narrow corridors or watching out for each other in the playground. Behaviour is good and pupils are polite, courteous and quick to respond to instructions.

Attainment has risen over the last two years, particularly in mathematics, and is now broadly average. The school is tackling the decline in writing standards, shown by the results of national tests in 2010, by making this a focus for the current academic year. Standards of handwriting were also seen to be below expectations during the inspection, particularly in Years 5 and 6. The proportion of pupils achieving higher levels is increasing year-on-year. Pupils made good progress in the majority of lessons observed during the inspection but this is not consistent across the school. This is as a result of inconsistency in the quality of teaching. Although some teachers use assessment well to support learning and to ensure pupils know how to improve, and opportunities for pupils to engage in self and peer assessment are now provided across the school, this is not fully embedded. Some teachers do not sufficiently evaluate the learning taking place throughout the lesson, in order to challenge pupils according to their individual need. Pupils say that they value the opportunity to respond to the comments teachers make when marking their work, but are unsure of their individual targets or how to achieve them.

The satisfactory curriculum now focuses on increased opportunities for writing and is enhanced by visits, visitors and the popular residential trips for Years 5 and 6, where pupils say they learn to be independent, to look after themselves and to work as members of a team. These opportunities result in teachers knowing their pupils well and warm relationships are being formed between adults and pupils. The good quality of care, guidance and support is evident throughout the school's work, and pupils whose circumstances make them vulnerable are cared for extremely well. The outstanding work of the special educational needs coordinator and her team ensures that the support they provide is carefully monitored and evaluated to ensure maximum impact in removing

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barriers to learning, and to ensure the well-being of all pupils. This work is now beginning to show an impact on the progress of those with special educational needs and/or disabilities.

The new headteacher and her strong leadership team have already begun to establish strategies to ensure a consistently good quality of teaching. She recognises however, that as yet, this senior team have taken on the majority of key roles of responsibility and that there is a need to develop the role of middle leaders in the school to ensure that assessment information is fully understood and effectively used and to provide opportunities for monitoring of teaching by subject leaders. Leaders and managers have an accurate view of strengths and weaknesses and are working to address these through focused actions. These clear plans for further development have yet to fully impact, so currently the school is displaying a satisfactory capacity to improve.

### **What does the school need to do to improve further?**

- Raise attainment in writing, by:
  - improving the quality of hand-writing across the school, but particularly in Years 5 and 6
  - increasing opportunities for extended writing across the curriculum.
- Raise the quality of teaching and learning to ensure that, by September 2011, they will be judged good or better in at least 75% of lessons, by:
  - sharing existing good practice to ensure that all teaching is as good as the best
  - ensuring that teachers appropriately challenge and support pupils by using assessment consistently to evaluate the pace of learning of different groups during lessons
  - ensuring that pupils know their individual targets and how to achieve them.
- Develop the roles of middle leaders to enable the increased monitoring of teaching and use of assessment data to close the gap between subjects and groups of pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Outcomes for individuals and groups of pupils**

**3**

Achievement is satisfactory. When they start in the Early Years Foundation Stage, children's skills and experiences are generally below those typical of children of their age, although this varies from year to year. Increasing numbers of pupils enter Reception at an early stage of learning English. They make good progress and by the time they start in Year 1, they are now reaching average attainment. Levels of attainment rose in 2009 in both Key Stage 1 and 2 after a dip in 2008. This picture of rising attainment has been maintained in 2010 and attainment seen in lessons during the inspection was broadly average, although writing levels were below expectations. Progress in Key Stages 1 and 2 is satisfactory and accelerating because the school has been rigorous in analysing the performance of different groups of pupils and directing resources to address

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underachievement. Pupils who speak English as an additional language made the best progress in 2010, as a result of the support they received.

Pupils say they enjoy coming to school. They are confident that there is always an adult they can turn to if they are troubled and understand issues regarding e-safety. They understand the importance of a healthy diet and are proud of the healthy options offered at break and lunchtimes. They particularly enjoy the sporting sessions led by secondary school pupils. Although levels of attendance have been low, this is improving and most pupils attend well. The number of persistent absentees has fallen dramatically over the past year. Pupils' satisfactory basic skills in literacy, numeracy and information and communication technology, together with their good acquisition of inter-personal skills, contribute satisfactorily to their future economic well-being. Their spiritual, moral, social and cultural development is good. They celebrate the increasingly diverse nature of the school population and respect different beliefs and cultures. The many opportunities for reflection, provided in class and in assemblies, successfully promote their spiritual development. Although pupils make a good contribution to the school community, and they have a good understanding and respect for the beliefs and cultures of others, first-hand links with schools in different circumstances are less developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Good relationships between pupils and adults contribute to the positive learning environment. As a result, classrooms are calm and pupils keen and enthusiastic about their learning. Lesson planning is generally detailed and tasks well matched to the different abilities within each class, although sometimes tasks lack appropriate challenge, particularly for the most able. Occasionally, explanations are too lengthy with pupils spending too long on the carpet listening to adults. As a result, the pace of learning is too slow and there is a lack opportunity for all pupils to contribute their ideas. Although most teachers use questioning well, some miss opportunities to challenge pupils sufficiently by enabling them to fully explain their answers. There is good team work between teachers and teaching assistants, who take an active part in lessons and increasingly are deployed to challenge the higher attainers. Pupils with special needs and/or disabilities make similar progress to their peers as a result of the good support they receive.

The broad and balanced curriculum is enriched by a wide range of extra curricular activities including in street dancing, choir and many sporting activities. A themed curriculum is well established and is being constantly updated to provide increased stimulus for writing.

The school's caring ethos is evident. Every avenue is explored in order to support the most vulnerable pupils and their families to enable their inclusion, involving the coordination of a wide range of external agencies. Parents and carers are thoroughly involved in all aspects of this support. A wide range of strategies to promote good attendance, including rewards and raising awareness of its importance, is beginning to be effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The new headteacher is already successfully motivating staff and transmitting high expectations. The school has managed to move forward during a period of high staff turnover. Leaders have established more consistent assessment practice, for example, by ensuring the use of common marking techniques and providing opportunities for peer and self assessment to further promote good learning. The governing body is dedicated, loyal and well organised and is starting to take a more active monitoring role. However, its members sometimes rely too heavily on the headteacher for information.

The school has a highly positive relationship with parents and carers. It knows families well and communications are good. Strong partnerships with the church, neighbouring schools and the children's centre are evident in the promotion of learning and wellbeing.

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The school is very inclusive and ensures that all groups of pupils are included and able to achieve through thorough analysis of assessment information and targeted support. Although the school is a strongly cohesive community and the diversity of cultural heritage in the school is celebrated to promote community cohesion, links at national and global level are at an early stage of development. Safeguarding practice is robust with all staff appropriately trained, including in first aid. While children's welfare is at the heart of the school's work, the review and evaluation of policies is insufficiently sharply focused.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Reception classrooms provide a stimulating environment where children make good progress. Activities effectively support children's personal development as well as encouraging the development of number, communication and writing skills. There is a good balance of activities chosen by children and those that are led by adults. Children show curiosity and enthusiasm as they carry out their work. Happy faces are seen everywhere as children make choices, for example to use computers, play with moveable toys, paint or to carry out writing activities. Good opportunities arise for children to develop independence as well as learning to share and cooperate with each other. This was seen as two children worked together in the outside 'garage' area where they checked in cars for service and answered the phone, explaining to each other what was happening as they did so. Children with special educational needs and/or disabilities are identified early and support is given as necessary.

Leadership and management are good, based on a shared sense of purpose and very good teamwork. Staff respond quickly to any apparent weaknesses in provision, for example by making sure boys attain as highly as girls. More precise teaching of the names of letters and sounds has been introduced, and this has raised attainment but the outdoor

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provision currently provides few opportunities for writing. All adults are very attentive in ensuring that children are kept safe. There is regular liaison with parents and carers, who speak well of the care and support the school provides for their children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming response of the small minority of parents and carers who completed questionnaires was positive, with 100% saying that their children enjoy school and that the school keeps their children safe. A few parents and carers felt it was too early in the term to make a comment. One parent commented that behaviour was not effectively managed. Another parent commented on poor communication between school and home. Inspectors examined these concerns during the inspection. They found that behaviour is good and is well managed, and communication between home and school to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Augustine's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 282 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	60	14	40	0	0	0	0
The school keeps my child safe	22	63	11	31	1	3	0	0
My school informs me about my child's progress	17	49	14	40	3	9	0	0
My child is making enough progress at this school	16	46	19	54	0	0	0	0
The teaching is good at this school	18	51	15	43	0	0	0	0
The school helps me to support my child's learning	18	51	15	43	1	3	0	0
The school helps my child to have a healthy lifestyle	19	54	16	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	43	16	46	1	3	1	3
The school meets my child's particular needs	14	40	17	49	0	0	0	0
The school deals effectively with unacceptable behaviour	13	37	17	49	2	6	0	0
The school takes account of my suggestions and concerns	10	29	21	60	2	6	0	0
The school is led and managed effectively	15	43	16	46	0	0	0	0
Overall, I am happy with my child's experience at this school	15	43	16	46	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 September 2010

Dear Pupils

**Inspection of St Augustine's Catholic Primary School, Coventry, CV6 3BL**

Many thanks for the welcome you gave to me and my colleagues when we visited

- the school for its recent inspection. We much enjoyed talking with you and seeing all
- that you do. We particularly liked seeing the Reception children enjoying their first full day at school and playing so well together.

Our inspection has judged that the school gives you a satisfactory quality of education. You make satisfactory progress and the standards that you reach in English and mathematics are rising, although standards in writing are not currently as good as those in reading. This is a priority for improvement. We were impressed by your good behaviour and the care you show for each other. You concentrate well and enjoy your lessons and all the activities that are provided for you, including all the sport and visits, such as the Year 6 stay at Dol-y-moch. You told us that these visits help you to learn how to look after yourselves and to develop your teamwork. Your teachers care for you well, so that you feel safe and provide lessons that are interesting. We think though, that sometimes you have to sit on the carpet for too long before you can begin an activity. We also think that you are not set targets that match your individual ability or provided with sufficient information to enable you to reach them. These are some of the aspects of teaching and learning that we want to see improved. You make a good contribution to your school and local community and show a good deal of understanding and respect for the beliefs and cultures of others.

The leaders of the school are working hard to make sure you learn well and develop well as young people. We have asked them to make sure that other teachers have the opportunity to help them check that you are making the best possible progress. You can help them by attending regularly and working hard. I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

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