

# St Augustine's Catholic Primary School

Heathcote Street, Radford, Coventry, CV6 3BL

**Inspection dates** 30 April –1 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching, particularly in Key Stage 2, has not been good enough to make sure that all pupils, including those who need extra help and the most able, make consistently good progress.
- Not all teachers have high enough expectations of what pupils can achieve. As a result, when they do not have enough to do, a few pupils lose interest, their behaviour deteriorates and their learning slows.
- Teachers do not adapt activities in the light of what pupils show that they already know and understand. This limits the progress pupils make, particularly for those who are more able.
- Some teachers do not place sufficient emphasis on developing pupils' handwriting or on the presentation of their written work.
- The quality of teachers' marking of pupils' work in English and mathematics is uneven. Not all give pupils precise guidance about how they can improve their work.
- Occasionally, teachers' explanations in reading, writing and mathematics lessons are unclear. As a result, some pupils are not sure about what they are learning or what they are expected to do to succeed.
- Although those with leadership responsibilities know what is going well and what needs to be done, they do not all use pupils' achievement information sufficiently well to drive their plans for improvement.
- In the past, leaders, including members of the governing body, have not measured precisely enough the effectiveness of their actions on pupils' achievement

### The school has the following strengths

- Children in the Early Years Foundation Stage make good progress.
- Pupils are well cared for, enjoy school, and are polite, courteous and helpful.
- Under the determined leadership of the headteacher, supported by a new senior leadership team, staff and governors, teaching is improving and therefore, more pupils are making better progress.

## Information about this inspection

- Inspectors observed 25 lessons or parts of lessons taught by 14 teachers and accompanied pupils from Years 1 and 5 to Mass at St Augustine’s Catholic Church. Three lessons were jointly observed with senior leaders.
- Inspectors undertook ‘learning walks’ which comprised a number of short visits to lessons to look at reading, including phonics (the links between letters and the sounds they make) including a visit to a one-to-one tuition session to support pupils’ achievement in reading.
- Meetings were held with senior leaders, subject leaders, other staff, members of the governing body and a representative from the local authority.
- Inspectors talked with pupils, listened to them read and observed them at play during break times and at lunchtime.
- The team reviewed the school’s safeguarding policies, improvement plans, notes from meetings of the governing body and records of pupils’ behaviour. Inspectors also looked at pupils’ work and records of their progress.
- Inspectors took account of the 14 responses to the online parent questionnaire (Parent View), parental telephone and email communications and the 25 replies to the staff questionnaire. The views of parents were sought at the start of the school day as they brought their children to school.

## Inspection team

Sarah Warboys, Lead inspector	Additional Inspector
Anita Cliff	Additional Inspector
Dennis Brittain	Additional Inspector

## Full report

### Information about this school

- St Augustine's Catholic Primary School is larger than the average-sized primary school. It is expanding to a two-form entry school which will provide 420 places for pupils by September 2018.
- A well above-average percentage of pupils come from minority ethnic backgrounds. About a third of pupils speak English as an additional language.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs who are supported by school action is average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils joining and leaving the school at different times of the year is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- St Augustine's Pre-School and the after-school 'Pirate Club' operate on the school site. Neither are managed by the governing body and they are therefore inspected separately.
- The headteacher was appointed in September 2013. Four members of the senior leadership team are new to their roles. Three teachers have joined the staff since September 2014.

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

- Build on recent improvements in teaching, especially in Years 3 to 6, to raise pupils' achievement in reading, mathematics and in particular writing, by ensuring that all staff:
  - raise their expectations of what pupils can achieve in lessons to help them make the best possible progress
  - adapt and amend their teaching during lessons in the light of pupils' understanding to make sure that activities are at just the right level of difficulty to move their learning forward, especially for more-able pupils
  - encourage pupils to take a greater pride in the presentation of their work when using their writing skills in subjects other than English.
- Improve the quality and consistency of marking by ensuring that teachers:
  - give pupils guidance, when marking their work, that lets them know what they need to do to improve
  - learn from and adopt the most effective marking practice which already exists in the school.
- Improve leadership and increase the rate at which the school improves by ensuring that leaders at all levels:
  - provide guidance for staff to strengthen their subject knowledge in reading, writing and mathematics
  - extend the skills of those with leadership responsibilities so that they have a clear overview of pupils' achievement information across the school in order to drive improvements
  - rigorously check the effect on pupils' achievement of their improvement plans and actions.

## Inspection judgements

### The achievement of pupils requires improvement

- Standards in reading and writing were broadly average for Year 6 pupils in 2013. Standards in mathematics were about two terms behind pupils nationally. Not enough pupils made or exceeded the progress that was expected in reading, writing and mathematics. This indicates underachievement in Key Stage 2, particularly in mathematics.
- As a result of improved teaching, the work in pupils' books confirms that pupils in Years 3 to 6 are now making better progress, especially in reading and mathematics. Although improved, progress in writing has not caught up to the same extent. More pupils are on track to make the progress that is expected of them. However, not enough pupils, including those who are most able and those who need extra help, are making consistently good progress.
- In 2013, pupils' attainment at the end of Key Stage 1 in reading, writing and mathematics was broadly average.
- Disabled pupils and those who have special educational needs make the progress that is usually expected from their different starting points. In lessons, adults break down learning into simple, easy-to-follow steps. They draw diagrams and pictures, and give pupils regular reminders to support their learning of new ideas.
- Teachers do not always set work for more-able pupils that challenges them sufficiently well. On these occasions, the attention of a few pupils wanes and they do not make the progress of which they are capable.
- Those pupils who join the school at different times of the school year make similar progress to their peers. They are paired up with a 'buddy' who helps them find their way around and learn how things are done. Leaders check up to see how pupils are settling in. They make early assessments of these pupils' knowledge and skills so that they can be given the support they need.
- Pupils who speak English as an additional language do well. They make better progress in reading and mathematics than they do in writing. They are supported well to learn new key words and phrases, including making sure that they structure sentences correctly. Pupils enjoy reading and talking about books together, and with adults, and this helps them to learn and develop their language and communication skills.
- Standards in reading at the end of Year 2 and Year 6 are broadly average. The proportion of Year 1 pupils who reached the required standard in the 2013 phonics check was below average. Recent changes to the teaching of reading have ensured that, this year, pupils make progress at a quicker pace. Adults have asked pupils about the books which interest them and refreshed the books on offer. In addition, there has been an increased emphasis on encouraging pupils to read for pleasure. Pupils say they are pleased with and keen on reading the new books, but it is too early to fully assess the impact on their reading skills.
- Pupil premium funding has been used effectively to provide extra staff so pupils can be taught in smaller groups to help them catch up with their peers. It has provided support for pupils' social and emotional development and enabled them to access educational visits, art, music and sports coaching. Those currently supported by the extra funding are doing well, especially in writing and mathematics. Of the Year 6 pupils who left the school in 2013, eligible pupils were, on average, two terms behind their classmates in reading and a term behind in writing and

mathematics.

- The school is using the primary sports funding to provide specialist coaches to work alongside staff to improve the quality of teaching in physical education. More sporting clubs are provided at lunchtime and after school to enable pupils to be more physically active and, therefore, to develop healthier lifestyles. Pupils say that, as a consequence of these increased opportunities, they now look forward to taking part in sport.
- Children join the Early Years Foundation Stage with skills and abilities that are below those typically expected for their age. They get off to a good start because adults teach children new skills and organise plenty of activities for them to explore for themselves. Adults encourage children to complete their own 'key jobs', which enables them to make their own decisions.

### **The quality of teaching** requires improvement

- Not all teachers give pupils enough to do or expect them to do their best. Learning tasks do not always engage and interest pupils sufficiently well. As a result, a few pupils lose concentration and develop low-level, disruptive behaviour and this limits their own learning and that of others.
- Although teachers increasingly use their knowledge of what pupils already know to plan lessons, few amend and adapt activities in the light of pupils' responses so that tasks are set at just the right level of difficulty to move their learning forward. Pupils who need extra help sometimes find tasks too difficult. More-able pupils, in particular, find the work they are set too easy and, consequently, they do not make the progress they should.
- The quality of pupils' handwriting and presentation is variable. Not all teachers have high enough expectations of neatness and legibility in pupils' English and mathematics workbooks. This is especially so when pupils record their learning in other subjects. Therefore, some pupils' written work is untidy and difficult to read.
- Although teachers' marking of pupils' work has improved recently, its quality is uneven across the school. In almost all cases, it praises pupils for their efforts and lets them know what they have done well. There are good examples where it also provides clear and precise feedback to pupils about what they need to do to improve and gives them time to respond to teachers' comments and learn from their mistakes. Consequently, this helps them to do well. Such opportunities, however, are not commonplace in all classes.
- Occasionally, weaknesses in teachers' subject knowledge in reading, writing and mathematics mean that their explanations to pupils about what they are learning and what they have to do is unclear. As a result, this leads to misunderstanding and pupils are not sure about what is expected of them.
- Good relationships in the classroom supports pupils' learning well. Adults praise and encourage pupils for the work they do and for their willingness to have a go at tasks.
- Pupils make good gains in learning when teachers have high expectations of learning and behaviour, and a good knowledge and understanding of what they teach. They use the appropriate technical vocabulary that helps pupils to learn new ideas. On these occasions, teachers use good examples so pupils are clear about what they are learning and what they have to do to succeed. One such example was seen in a Year 6 lesson, where pupils developed their understanding of the relationship between 'factors' and 'area' as they worked out different ways a given area could be arranged.

- Teachers use questions successfully to check pupils' understanding and suggest ways in which pupils could learn more. Their questions enable pupils to make connections between different ideas. In this way, Year 4 pupils were able to discover and then use, the relationship between multiplication and division to solve problems.
- In the Early Years Foundation Stage, adults help children to learn new words through purposeful play and this helps them to learn and develop new skills. For example, children extended their understanding of language as they drew houses on the outdoor chalkboard. Adults encouraged children to draw a house, placing a roof, 'on the top', and a door and windows, 'on the side'.
- Homework has recently changed to include more opportunities for pupils to use and practise the reading, writing and mathematics they have learned in lessons. Not all parents agree with their children who say that they get the right amount. A homework club enables pupils and their parents to get support from staff and to use the school's computers.

### **The behaviour and safety of pupils** requires improvement

- The behaviour of pupils requires improvement. Most pupils show positive attitudes to their work and pay good attention to staff. Some, however, drift off-task, become disruptive and their progress slows as a result. This is usually linked to insufficient challenge in the work they are set.
- As they move around the school, the vast majority of pupils are polite, courteous and respectful to adults and to each other. Inspectors observed pupils in Years 1 and 5 demonstrate outstanding behaviour and high regard for quiet reflection when attending Mass. At various points in the school day, individuals and small groups of pupils work sensibly and respectfully with adults in a calm, working atmosphere. Pupils are clear about the school's intentions for everyone to, 'Be kind, be honest, be respectful and be all that they can be.'
- Pupils have a good understanding of the rewards and sanctions of the school's new systems for promoting good behaviour. Staff manage behaviour well and almost all are responsive to their guidance.
- Pupils look neat and tidy in their uniforms. They settle quickly to work after break and lunchtimes and, on the whole, move quickly between classroom activities so little or no learning time is wasted.
- The school's work to keep pupils safe and secure is good. Safeguarding arrangements to promote pupils' safety and well-being meet requirements.
- Pupils say they feel safe and appreciate how well they are looked after. They particularly value the work of the Learning Mentor in helping them to stay safe and happy.
- Pupils report a few incidents of bullying, such as name-calling, but say this is rare and quickly dealt with by staff. 'Playground leaders' in Key Stage 2 and 'buddies' in Key Stage 1, help others to make friends and sort out minor disagreements.
- Lessons and assemblies help pupils to develop their understanding of how to keep themselves safe; for example, road safety awareness and keeping safe when using the internet and other computer technologies.

- Pupils are happy to attend school to do the 'fun' things teachers arrange for them. As a result of closer working with families, pupils' attendance has risen from below-average to average levels.

### **The leadership and management requires improvement**

- Those with leadership responsibilities know what is done well and what needs to be improved. However, not all have a sufficiently thorough understanding and overview of pupils' assessment data to be able to drive their plans for improvement. Until recently, not all leaders have been rigorous enough in evaluating the quality of teaching and monitoring how well pupils were doing.
- The new headteacher has quickly identified what needs to be done to raise pupils' attainment and accelerate their progress, particularly in Key Stage 2. With good support from governors, staff and the local authority, she has built a senior leadership team with the skills and abilities to maintain a strong focus on improving teaching. Senior leaders are taking the right steps to improve the school. Some actions, however, are at a relatively early stage and recent improvements to pupils' achievement are not yet sustained over time.
- The staff are fully behind the headteacher's drive for improvement. Staff morale is high. As one member of staff put it, 'I feel strongly supported and appreciated by the leaders of the school. Both adults and children make it a joyous place to be.'
- Teaching is improving because leaders are giving teachers clear and specific guidance about how they might develop their skills. Staff are keen to improve; they value the support, professional training and coaching they receive. Teachers are set targets to improve their performance. Leaders, including governors, make sure that only those who meet the requirements of those targets receive pay awards.
- The Early Years Foundation Stage is managed well and this ensures that children make good progress. Those in charge of support for disabled pupils and those who have special educational needs work closely with outside support agencies to make sure that those pupils who experience particular difficulties get the extra help they need.
- Leaders and teachers meet regularly to check on how well all pupils are doing. Those in danger of falling behind the levels expected for their age are given extra help to catch up. An example of this is a new and successful programme, run by the leader of reading, for Year 1 pupils not where they should be for their age. They receive help on a daily basis to fill specific gaps in their knowledge and skills. These pupils make rapid gains and catch up with their classmates in a relatively short time.
- The vast majority of parents who responded to the online questionnaire and those who spoke to inspectors were happy with the school's work. Inspectors explored issues raised by a few parents about pupils' safety. School records show that leaders follow its policies and procedures appropriately and in a timely manner. Together with members of the governing body, leaders contact and involve outside agencies for support where appropriate.
- The curriculum is broad and balanced. It is enhanced by visits, visitors and good use of the local environment. Pupils' artwork is proudly displayed after a visit from an artist. Pupils are provided with opportunities to learn to play musical instruments and participate in competitive sport with other schools. Such activities, together with strong links with the Church and opportunities to learn about other faiths, promote pupils' spiritual, moral, social and cultural development.

- The local authority has provided effective support to the headteacher in securing the appointment of key personnel to the senior leadership team. It has also provided training for governors so that they are better able to fulfil their roles and responsibilities.

■ **The governance of the school:**

- In response to the previous inspection report, governors have reorganised their committee structure to increase their effectiveness. They have taken advantage of training so that they are more aware of what to look for when they visit the school to see for themselves the school in operation. Governors use published data to check how well pupils are doing in comparison to other pupils nationally. They have developed a fuller understanding of the data shared with them by the headteacher and of summary information about the quality of teaching. As a result, governors are increasingly able to hold the school's leaders to account for pupils' achievement. They manage the performance of the headteacher and ensure that only those who meet their performance targets progress along the pay scales. Governors have ensured that the necessary finances and resources are in place to manage the expansion to a two-form entry school. Governors know how the pupil premium is allocated and that it is enabling eligible pupils to catch up with their peers. Governors have ensured that sports funding has been used to encourage greater physical activity among the pupils.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103720
<b>Local authority</b>	Coventry
<b>Inspection number</b>	442513

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

<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>	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Tom Farrell
<b>Headteacher</b>	Helen Forrest
<b>Date of previous school inspection</b>	12 March 2013
<b>Telephone number</b>	024 765 96988
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