

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9161
Direct email: ann.morris@serco.com



2 October 2014

Mrs Helen Forrest
Headteacher
St Augustine's Catholic Primary School
Heathcote Street
Radford
Coventry
CV6 3BL

Dear Mrs Forrest

Requires improvement: monitoring inspection visit to St Augustine's Catholic Primary School

Following my visit with Mark Capel, HMI, to your school on 1 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave to us 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 April 2014. It was carried out under section 8 of the Education Act 2005.

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 that the school improvement plan contains measurable success criteria related to the progress and attainment of different groups of pupils so that governors can check the impact of actions taken and know whether the school is on track to be 'good' within the timescale set
- organise training and support to develop governors' independent understanding of information about the progress and attainment of different groups of pupils.

Evidence

During the inspection, meetings were held with you and other senior and subject leaders, a group of pupils, the Chair and the Vice Chair of the Governing Body and

one other governor. We also met with a representative from the local authority. A range of documentation was reviewed including feedback to staff following lesson observations, reviews of pupils' work and the latest information about pupils' achievement. You joined us on brief visits to classrooms to review pupils' learning and talk to them about their work. The school improvement plans were evaluated.

Context

Since the previous inspection, governors have appointed an additional inclusion leader and a learning mentor. One teacher has left and a newly qualified teacher has joined the school. Governors have appointed three new teaching assistants.

Main findings

You have set a clear vision and have quickly started to lead improvement across the school. A considerable amount of work has been done in a short space of time on all three of the areas for improvement. You have an accurate understanding of the work that still needs to be done. Staff and the governing body are keen that the school improves as quickly as possible and there is a strong sense of team-work.

The school improvement plan addresses all the key areas and includes suitable actions. It is a good working document and demonstrates a considered and staged approach to getting the school to 'good'. What it does not do, is set out clear measurable success criteria related to the attainment and progress of different groups of pupils. This means that it is more difficult for leaders, including governors, to check the impact of actions taken and know whether the school is on track to be 'good' within the timescale set.

You have taken swift steps to strengthen the quality of teaching through internal redeployments and focused staff training and support. You have established a cycle of coaching and team-teaching so that all teachers can learn from the best practice in the school. All teachers have individual action plans to support their professional development. Your records show that teaching has improved since the previous inspection. This is confirmed by your latest assessment information which shows that more pupils are making good progress, particularly in reading and mathematics.

You have organised training for staff in the teaching of phonics (linking the sounds that letters make). Your records show that more pupils are working at the levels expected for their age. You have re-organised the reading resources and invited parents into school to share reading. Pupils value the new library and the 'beach hut' where they can share favourite books. This is promoting positive attitudes and a love of reading.

Pupils talk positively about the new marking policy. They are clear about the purpose of approaches, such as 'green and pink pen' marking. They say that this is helping them to improve their work. Pupils' comments include, 'the more pink we have, the

more we improve.' Senior leaders recognise that there is more work to be done to ensure that marking is consistently good across all classes and in all subjects.

Governors know the school very well and they are fully involved in the drive for improvement. Reports show that governors are checking that the actions in the school improvement plan are helping to improve the quality of teaching and raise pupils' achievement. Nevertheless, governors would benefit from training and support to develop their independent understanding of information about progress and attainment of different groups of pupils.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You receive a good level of support and challenge from the local authority. Termly review meetings help you to evaluate your progress and keep focused on your next steps. Governors particularly value the joint activities undertaken with the local authority adviser, such as looking at work in pupils' books and talking to pupils' about their learning.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Coventry local authority.

Yours sincerely

Marilyn Mottram
Her Majesty's Inspector