

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

11 January 2016

Mr J Clements
Headteacher
St. Augustine of Canterbury Catholic Primary School
Boscombe Crescent
Downend
Bristol
BS16 6QR

Dear Mr Clements

No formal designation monitoring inspection of St. Augustine of Canterbury Catholic Primary School

Following my visit to your school on 15 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour at the school.

Evidence

I observed pupils' behaviour and attitudes to learning:

- as they arrived at and left school
- during lessons in all classes
- in an assembly and at registration times
- as they moved around the school and at breaktime and lunchtime.

I held discussions with you and the deputy headteacher. I met with two groups of pupils, one from Key Stage 1 and one from Key Stage 2, and had informal talks with pupils at break and lunchtimes and with midday supervisors. I talked with parents as they arrived at school in the morning. I also talked to the link officer from the local authority and with two of your governors. I also scrutinised school documentation including the single central record, the behaviour and anti-bullying policies, incident logs, case studies of vulnerable pupils and attendance records.

Having evaluated all the evidence, I am of the opinion that at this time:

Leaders and managers have taken effective action to improve behaviour and secure consistently positive attitudes to learning.

Context

St. Augustine of Canterbury is an average-sized primary school with 245 pupils on roll aged 4 to 11. Almost all pupils are of White British heritage, with English as their first language. Fewer pupils than average are known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals and for children who are looked after). The proportion of pupils with a statement of educational needs or an education, health and care plan is at about the national average. A slightly higher proportion of pupils than average receive support for their special educational needs.

Personal development, behaviour and welfare

Pupils enjoy their learning. They say that school is interesting and that lessons include different activities such as role play, which helps them to learn. They display good attitudes to learning. In a Year 1 class, pupils were very enthusiastically involved in creating a new story modelled on another one they had heard about a penguin visiting a park. They were eager to share ideas and listened carefully to one another explaining why taking a cheetah to a local park was not a good idea. In the vast majority of lessons, teachers set tasks which engage pupils and make them think. For the most part, pupils try hard and show pride in their work, with a good emphasis on neat presentation and accuracy. They answer questions eagerly. In a mixed Year 3 and 4 class, pupils sustained their concentration for a very long time when plotting coordinates and they did not wish to finish when it was time to move on. In the lessons observed, there was no low-level disruption. On the relatively few occasions when some pupils' attention begins to wander, most teachers act quickly to refocus them on the task in hand – sometimes modifying the work to ensure there is more challenge or it is explained further. However, in a few instances teachers allow the pupils to be off task for too long.

Pupils are polite and welcoming. They show respect to their teachers, and to other adults. In an assembly led by Year 3/4, pupils listened attentively, acted most maturely when passing prayer pebbles and showed their appreciation of the assembly by clapping spontaneously at the end. Teachers use the school values to remind pupils about the importance of good behaviour and the assembly made a clever link between the story told by the pupils and the need to act responsibly even if adults do not always do so. Pupils know the school's code of conduct and their own class rules, which they sign individually. Key Stage 1 pupils can explain why these are most important and that 'we must allow others to learn at all times' is the critical rule. All groups of pupils spoken to consider that behaviour in the school is generally good and older pupils report that the number of pupils who now shout out in lessons has diminished to practically none. Teachers have high expectations of good behaviour and act consistently in enforcing the school rules by the use of a traffic light system which is understood well by the pupils. The school has responded to a recent parental survey and is now introducing a further traffic light award for pupils who are highly motivated and display excellent attitudes to learning. However, the school's behaviour policy does not entirely reflect current practice and, like the

anti-bullying policy, is not displayed on the school's website. The headteacher is aware of this and is in the process of updating the policies.

Pupils feel safe in school and demonstrate a very good awareness of e-safety. Even pupils in Key Stage 1 were able to say why it was wrong to give your name and where you live to any person on the internet and they know they should ask before they open any unfamiliar site. School staff know how to refer concerns and training is up to date. The school acts quickly to deal with incidents of bullying. It keeps very full and detailed records and analyses of these to ensure there are no repeated incidents. Parents are informed and involved in any incident of misbehaviour and the vast majority express confidence that the school will resolve any incidents quickly. Pupils report that bullying of any nature is quite rare and insist that it is dealt with immediately. Pupils enjoy taking responsibility and the pupil chaplains' team was eager to explain how team members were helping with the pre-school nativity.

Despite this, during breaktimes and lunchtimes some pupils display too much boisterous behaviour in the playground. Midday supervisors have had some training in behaviour management, but they are not utilising this effectively enough. There is currently little for the pupils to do at these times and consequently many rush around. The renovated gazebo is a firm favourite with some pupils and is helping to calm the area. The school recognises this and is in the process of purchasing some further playground equipment. Conversely, behaviour in the dining room is very good. Pupils collect their meals sensibly, line up in an orderly fashion, eat in a mature manner and clear up after themselves without being told. Behaviour in the corridors is usually sensible and a Year 1/2 class took themselves back to their own classroom unaccompanied in a quiet manner after a literacy lesson elsewhere.

Attendance is at about the national average. The school acts promptly to follow up on any pupil who is missing school, which emphasises the importance of good attendance to parents. It has effective follow-up procedures for pupils who are regularly absent, working closely with a range of agencies. Punctuality to school is generally good and the headteacher discusses any lateness with parents and provides support if necessary.

Disabled pupils and those who have special educational needs are supported effectively in the classroom and receive additional support provided by teaching assistants. Teachers and teaching assistants manage pupils well who find concentration difficult or have behavioural difficulties. The rate of exclusions has reduced significantly as a result of better provision this year.

Pupils made better progress at both Key Stage 1 and Key Stage 2 in 2015 as a result of improved teaching. However, attainment at Key Stage 2 did not improve significantly. This was partly as a result of a legacy of poor teaching. However, given that teaching now includes a wider range of strategies to engage and enthuse all pupils, the school predicts better results in summer 2016.

Priorities for further improvement

- Improve behaviour in the playground so that lunchtimes and breaktimes become much calmer for pupils.

- Ensure that teachers act quickly to eradicate any remaining off task behaviour in lessons.
- Update the behaviour and discipline and anti-bullying policies to ensure that they reflect current practice and ensure that they are uploaded to the school's website.

I am copying this letter to the Director of Children's Services for South Gloucestershire, the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Marcia Headon
Ofsted Inspector