

St Augustine's Catholic Primary School

Heathcote Street, Radford, Coventry CV6 3BL

Inspection dates	29–30 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, the newly appointed headteacher has accurately identified areas for school improvement. Strong leadership is ensuring that the school continues to improve.
- Effective new leadership appointments have created a team of senior leaders which has worked successfully to improve the quality of teaching.
- Standards across the whole school are rising, and pupils make good progress. In 2015, the proportion of Year 6 pupils who made expected progress in reading and writing, and better than expected progress in mathematics, was better than that made by other pupils nationally.
- Teaching is effective. Teachers' subject knowledge is improving and they use assessment information effectively to plan work which moves pupils on quickly to the next stage of their learning.
- Pupils' behaviour in lessons and around the school is good. A positive ethos and strong curriculum provide a stimulating and supportive environment which fosters good attitudes towards learning.
- Governors have worked closely with the local authority and have a clear understanding of the school's strengths and areas for development. They visit the school regularly and hold the headteacher to account for the progress that pupils make.
- Children in the early years get off to a good start. They make rapid progress from their typically lower than expected starting points.
- Safeguarding training takes places annually. The school's arrangements for keeping pupils safe in school are effective.

It is not yet an outstanding school because

- Changes to the way in which pupils practise their developing writing skills in curriculum areas other than English are impacting positively on pupils' progress. However, the consistency of this practice is variable between year groups, thus reducing opportunities for accelerated progress.
- Training for teachers in the new approach to the teaching of mathematics is being introduced gradually. As a result, the rapid acceleration in pupils' progress in mathematics seen in some classes is not yet evident in all year groups.

Full report

What does the school need to do to improve further?

- Improve progress in writing by ensuring that pupils in all years have more opportunities to practise their writing across the curriculum.
- Increase the proportion of pupils who make accelerated progress in mathematics by ensuring that teachers in all year groups receive training to follow the new teaching approach for mathematics and so enhance pupils' skills in reasoning and problem solving.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, appointed just before the previous inspection, is an experienced and highly effective school leader. She has a clear understanding of what needs to be done to secure improvement to teaching and pupils' outcomes.
- Following her appointment, the headteacher and governors appointed a new deputy headteacher and assistant headteacher. Together, these three new leaders make a strong team. They have accurately identified areas for improvement and introduced significant changes.
- The approach to checking the quality of teaching is stronger. Leaders regularly visit classrooms to observe teachers at work, and carry out careful checks of pupils' books and the progress that they are making. As a result, leaders have an accurate understanding of the type of support each teacher requires.
- Leaders then provide training and coaching for teachers on an individual basis. Consequently, teaching across the whole school is consistently good and, as a result, pupils in all year groups now make good progress from their different starting points.
- Members of staff responsible for leading reading, writing and mathematics have introduced changes which are having a positive impact on pupils' outcomes. The school recently won the national award for their promotion of reading for pleasure. Writing is improving rapidly as a result of training offered to teachers to improve their knowledge and understanding of spelling, punctuation and grammar. Changes are developing and extending opportunities for pupils to practise their writing in subjects other than English. The leadership of mathematics is effective. Changes introduced in mathematics, to the way in which teachers approach teaching of pupils' reasoning and problem-solving skills, is accelerating pupils' mathematical understanding rapidly.
- However, the introduction of these changes is still in its infancy. As a result, there has not yet been sufficient time for the changes introduced by these school leaders to impact fully on outcomes in all year groups in writing and mathematics.
- Senior leaders work closely with other schools within the local cluster. They share practices and review outcomes of pupils' work regularly to ensure that their judgements are accurate. The support offered by the local authority adviser is well received and has been highly effective in supporting the school's drive to secure improvement.
- The curriculum is exciting and vibrant, and is much stronger than it was at the time of the previous inspection. This is because school trips are linked closely to topics that are being taught. Pupils speak confidently about how much more they understand about what they are learning. For example, the topic on stargazers included a trip to the National Space Centre. Pupils who spoke with the inspectors described how they felt when they saw 'real space suits' and how this had inspired them to learn more about space.
- In addition, the school plans numerous opportunities to visit different places of worship. Pupils' knowledge and understanding of different faiths and cultures are explored during lessons and are encouraging a real tolerance of others. As a result, pupils have a good appreciation of radicalisation and are being prepared well for life in modern Britain.
- The funding provided to the school to support the development of sport is used effectively to improve teachers' skills. Sports coaches lead lessons which class teachers and teaching assistants observe. As a result, pupils are receiving specialist sports coaching while teachers are becoming more skilled and confident in teaching sport. In addition, the number of clubs available at lunchtimes and after school are increasing and pupils are keen to take part in them. Specialist coaching, combined with pupils' desire to take part in new clubs, is leading to a growth in the school's success in competitions. For example, the school's football teams have most recently become the Catholic schools' football champions.
- Funding provided to the school to support disadvantaged pupils is used effectively. The progress that disadvantaged pupils are making across the whole school in reading, writing and mathematics is now close to that being made by other pupils in the school.
- The teacher in charge of special educational needs is knowledgeable. She uses the money provided to the school to support pupils who have special educational needs and/or disabilities effectively. Pupils are supported by additional adults alongside their peers in the classroom and in smaller groups. Pupils who find reading difficult are particularly well supported on an individual basis. This allows them to access more quickly the same lesson material as their peers. As a result, the progress that pupils who have special educational needs and/or disabilities are making from their starting points is at least good, and sometimes outstanding.

- The majority of parents who met with inspectors at the start of the school day, and who responded to the free-text part of Ofsted’s online questionnaire, Parent View, are extremely positive about the school. They can see the improvements that have been made in the school since the appointment of the new headteacher and say that their children enjoy coming to school and that they feel safe.
- **The governance of the school**
 - Governors know the school well. They make regular visits to check on the quality of pupils’ work, to meet with them and to discuss what they have been learning.
 - Governors speak knowledgeably about the amount of money that the school receives to support the development of sport and disadvantaged pupils, and link the way in which this money is used to the impact it has on outcomes for pupils.
 - Members of the governing body understand the links between performance management and teachers’ pay. They have made very good use of the expertise of the local authority adviser, and the independent school adviser, to improve the rigour with which they hold the headteacher to account for the progress pupils make.
- The arrangements for safeguarding are effective. Staff and governors receive annual training and there is a clear system in place to report concerns. The staff responsible for keeping pupils safe from harm are diligent and respond quickly and effectively to the needs of pupils and their families.

Quality of teaching, learning and assessment is good

- Teachers have benefited from professional development provided by the headteacher and the leaders responsible for reading, writing and mathematics. As a result, the quality of teaching seen during the inspection is now consistently good in all year groups.
- Teachers create a purposeful and reassuring learning environment. When pupils are unsure about their learning, teachers and teaching assistants ask searching questions which clarify their thinking. They are then invited to explain their understanding. As a result, pupils have a better understanding of their learning and make accelerated progress.
- Good-quality questioning skills are also used effectively to challenge the most able pupils. In a science lesson, for example, the progress of the most able pupils in Year 2 was accelerated as a result of challenging questions about the reasons for seeds having different exterior shells. The ensuing conversation considered how the exterior of a seed affected the way in which that seed was dispersed within the environment.
- Teachers plan well and systematically check pupils’ understanding during lessons. Marking of pupils’ work is consistent in all classes and identifies what pupils have done well and how to improve. Teachers make good use of the recently introduced assessment system to identify the stage of learning that the pupils are at in order to plan effectively for the next stage of their learning.
- Evidence in pupils’ books indicates that teachers’ growing understanding of how to improve outcomes in writing is having a positive impact on their progress. However, opportunities to practise these developing skills in subjects other than English are not yet consistent across all year groups.
- The new approach to the teaching of mathematics is being introduced to teachers systematically. Evidence seen by inspectors in lessons and pupils’ books indicates that the progress of pupils in classes where this training has been provided is accelerating rapidly. However, there has not yet been sufficient time for teachers in all year groups to receive this training. The progress of these pupils is, therefore, not yet as rapid as it could be.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is good.
- Pupils’ spiritual understanding is developed well within the school’s Catholic ethos. Regular visits from the local priests, together with daily acts of collective worship, are contributing to pupils’ growing understanding of their own faith and the respect they have for the faith and culture of others.
- Trips to other places of worship, such as Sikh and Hindu temples, contribute effectively to pupils’ knowledge of the world around them. As a result, pupils have a better understanding of radicalisation and are being prepared well for life in modern Britain.

- The school's caring ethos is providing pupils with a sense of security. This security is enabling them to focus well in lessons and to become successful learners. As a result, pupils' outcomes are accelerating rapidly from their different starting points.
- Pupils know how to stay safe on the internet. They talk at length about the safety devices that allow staff to check which internet sites they are visiting. They say that bullying is not an issue but that they know whom to go to if they are experiencing difficulties with friendships and that problems are resolved effectively.

Behaviour

- The behaviour of pupils in lessons and around the school is good.
- School trips linked to topic areas, together with visiting speakers, excite the pupils and make a strong contribution to the progress that they make.
- They are polite to adults and display a genuine caring attitude towards each other. For example, on one occasion, a Year 5 pupil offered his chair to a younger Year 2 pupil, so that she was able to join in with the discussion pupils were having with the inspector.
- Historically, attendance has been variable for all pupils and for those who are regularly absent. At the time of the last inspection, attendance was improving. Since then, attendance has declined. However, newly appointed learning mentors are working effectively to establish better relationships with parents. As a result of this work, the school's most recent figures show that attendance is improving and is now much closer to the national average than it has been in the past.

Outcomes for pupils

are good

- Since the previous inspection, inconsistencies in the quality of teaching have been tackled and teaching is now consistently good across the whole school. As a result, pupils in all year groups make good progress in reading, writing and mathematics, and standards continue to rise.
- Pupils enter the Reception Year at levels which are typically below those expected for their age. They make good progress as they move through school. Pupils' books and the school's current data show that pupils reach standards which are broadly in line with the levels that are expected for their age by the end of Year 6. National test results in 2015 showed that a greater proportion of Year 6 pupils made expected progress in reading and writing than other pupils nationally. In addition, the proportion of pupils who made better than expected progress in mathematics was also higher than the national average.
- Historic data indicates that the progress being made by the disadvantaged pupils who left Year 6 in 2015 is not as good as that being made either by their non-disadvantaged peers or by those nationally. However, a check on the progress being made by disadvantaged pupils in each year group in the school indicates that this gap is closing at an accelerated rate. This is because the quality of teaching is now consistently good across the whole school, and funding is used effectively to provide additional help if needed.
- The teaching of phonics has also improved over time. In the past, the proportion of pupils who successfully met the standard in the phonics screening test in Year 1 was much lower than the national average. In 2015, the proportion of pupils who met the standard increased to just above the national average. The school's own internal assessments indicate that this year standards are likely to be even higher.
- The progress being made in phonics by disadvantaged pupils is also improving. Teachers are successfully helping pupils who have joined the school this year, without having spoken English before, to meet the national standard.
- This strength in pupils' knowledge of phonics ensures good progress in reading. Pupils' books show that many are skilled writers. Presentation is of high quality, handwriting is fluent, teachers' expectations are high, and marking is of high quality and moves pupils on to the next stage in their learning.
- Leaders responsible for reading, writing and mathematics have introduced changes to the way in which these subjects are taught. They have monitored and coached staff based on individual need. However, standards in writing and mathematics are not yet as high as they are in reading. This is because the recently introduced changes, led successfully by those staff leading those subjects, have not yet had time to impact fully on outcomes for all pupils.
- Pupils who have special educational needs and/or disabilities make good, and sometimes outstanding, progress. Intervention groups taught during the inspection show that pupils are making rapid gains from their starting points.

- Skilful questioning and thoughtfully prepared work is enabling the most able pupils to make progress which is at least good. Work seen in books shows that these pupils are being challenged well and are making accelerated progress as a result.
- As a result of these good outcomes, pupils are ready for the next stage of their education.

Early years provision

is good

- Children enter the school with levels of skills, knowledge and understanding which are typically below those expected for their age. Historically, by the end of the Reception Year, they have achieved a good level of development which has been below the national average. The school's own internal assessment information indicates that good progress is being made by the children this year. More are expected to achieve a good level of development which will be much closer to the proportions identified nationally. This good progress is a result of good leadership and good teaching.
- Teachers know the children well and keep an accurate record of the progress they are making. Learning journals provide a record of children's progress, and are kept regularly up to date and used effectively to plan for the next stage in their learning.
- Classrooms are attractive with ample resources. Teachers and teaching assistants ensure that the learning environment is bright and welcoming and that there is a balance between teacher-led and child-initiated activities. The outdoor learning classroom is also used effectively, and staff take every opportunity to accelerate children's learning. For example, while children were gazing with interest at a worm, the teacher was heard to engage them in a discussion about how different living things move, thus developing their growing understanding of the world around us.
- Rules and routines are well established within the classrooms and are clearly understood, and followed, by the children. As a result, they listen well, wait patiently to take turns and move around the setting in a confident and mature manner.
- Relationships between the staff and the children are very caring. Children respond well to adults in the room and are keen to share their work with visitors.
- Funding provided to support disadvantaged children is used effectively and they make progress which is sometimes better than that made by their peers.
- Children join the school from a variety of different nurseries, or come directly from home. Home visits are carried out prior to the children joining the school. This first contact is very well received by parents and is a significant factor in developing strong relationships between the home and the school. These relationships continue with curriculum evenings around supporting children's phonics at home, and both mums and dads have visited the school to help the children with activities, such as construction tasks.
- As a result, this good-quality provision enables children to settle quickly and make progress which is at least good, and sometimes outstanding, from their different starting points. They are well prepared to move into Year 1.
- Children are kept safe by staff and all safeguarding requirements are met.

School details

Unique reference number	103720
Local authority	Coventry
Inspection number	10012387

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Canon Tom Farrell
Headteacher	Helen Forrest
Telephone number	02476 596 988
Website	www.staugustinesprimary.net
Email address	admin@st-augustines.coventry.sch.uk
Date of previous inspection	30 April–1 May 2014

Information about this school

- St Augustine’s Catholic Primary School is larger in size than most primary schools.
- The current headteacher was appointed just before the last inspection. Since then, the school has appointed a new deputy headteacher and assistant headteacher, together with six new teachers.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is higher than the national average.
- The proportion of pupils whose first language is not believed to be English is almost twice as large as the national average, and this continues to increase. Currently, many pupils who join the school after Reception are non-English speakers.
- The proportion of pupils who have special educational needs and/or disabilities is higher than most other schools.
- The school meets the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress in English and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed 13 lessons, three of which were joint observations with the headteacher. They carried out a number of walks around the school. Inspectors observed pupils on entry to the school and around the school building, and heard some pupils read.
- Inspectors considered a range of school documentation with the headteacher. This included the school's self-evaluation, the school development plan, a range of the school's internal assessments of pupils' attainment and progress, safeguarding policies and procedures, and information about pupils' attendance. In addition, the inspectors reviewed samples of pupils' work in English and mathematics, together with a range of other subjects, from other year groups.
- Meetings were held with the headteacher, the local authority representative, the chair and a governor of the governing body, senior members of staff and a group of pupils.
- Inspectors took account of the 14 free-text responses to Parent View and met with parents at the start of the school day.

Inspection team

Graeme Burgess, lead inspector	Ofsted Inspector
Sarah Ashley	Ofsted Inspector
Jane Edgerton	Ofsted Inspector

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