

# St Augustine's Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	108022
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356290
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	Carmen Markham

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	423
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Lyons
<b>Headteacher</b>	Mr M Teggart
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	St Wilfrid's Circus Leeds West Yorkshire LS8 3PF
<b>Telephone number</b>	0113 2930350
<b>Fax number</b>	0113 2930655
<b>Email address</b>	Teggarmj01@leedslearning.net

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	4–5 November 2010
<b>Inspection number</b>	356290

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

The inspection was carried out by four additional inspectors. The inspectors visited 18 lessons and observed 17 teachers. Inspectors spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with members of the governing body, staff and groups of pupils and spoke formally to a group of parents and carers. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 352 questionnaires from parents and carers, and those from pupils and staff were scrutinised.

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

- The accuracy of the school's assessment of the outcomes for children in the Early Years Foundation Stage.
- Whether evidence of the comparative underperformance of pupils in Key Stage 1 and the more able pupils throughout the school still exists in more recent data.
- Whether the quality of the provision for teaching and the curriculum is sufficiently strong to ensure that pupils who start school well-below age-related expectations can make sufficient progress.
- The effectiveness of the work of the leadership and management team in tackling underachievement and setting challenging targets for pupils.

## Information about the school

St Augustine's is a large school compared to other primary schools. The proportion of pupils known to be eligible for free school meals is above the national average. A high proportion of pupils come from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is high and is increasing. The proportion of pupils with special educational needs and/or disabilities is above the national average. The school has Healthy School status and has been awarded the Inclusion Charter Mark, Investors in Pupils and Investors in People. A breakfast club and an after-school club are managed by the school.

**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?**

**2**

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

**2**

## Main findings

St Augustine's is a good school. It enables pupils to make good progress. Many pupils start school with skills well below those that are expected for their age but by the end of Year 6 their attainment is in line with the national average.

The care, guidance and support of pupils are outstanding. Staff know all pupils and their families very well and ensure that their needs are fully met so pupils can learn effectively. Provision for safeguarding is outstanding; therefore, pupils feel very safe and know how to take responsibility for their own safety. This strong provision makes a very strong contribution to the outstanding behaviour of pupils who care for each other and respect diverse cultures and traditions. Therefore, their spiritual, moral, social and cultural development is also outstanding. Pupils' attendance is average and improving but extended holidays by some families mean that there is a small minority of pupils in school who have a poor attendance record.

The school has made good progress since its previous inspection as accurate evaluation of the school's performance by members of the governing body and the leadership team has ensured that the correct priorities have been identified for school improvement in the school development plan. Staff have been fully involved in staff development and are now aware that they are responsible for the progress that their classes make. The involvement of all staff in the school improvement process has improved staff morale. All are ambitious for the success of the school. The school's capacity to improve is therefore good.

Attainment in English, mathematics and science has improved for all pupils including the more-able. However, the pace of learning is not quite as secure in Key Stage 1 as many pupils are still in the process of learning English as an additional language and find the move to a more formal Key Stage 1 curriculum difficult to adjust to. However, the school is aware of this and has taken steps to improve learning. Recent school data shows that this is beginning to increase the pace of progress for these pupils. Improved teaching and the use of assessment to identify pupil needs have secured the improved progress of pupils. However, some inconsistencies in the quality of teaching remain where pupils are not given sufficient guidance to improve their learning and the teacher does not involve pupils actively in their learning.

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

- Improve attainment in Key Stage 1 by:
- - continuing the Early Years Foundation Stage curriculum, based on learning through play, into Years 1 and 2

**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

- - improve the awareness of all teachers in Key Stage 1 of the specific learning needs of younger pupils, particularly those who speak English as an additional language.
- Address inconsistencies in teaching by:
  - - making better use of marking and target-setting in all classes
  - - sharing current good practice in school to demonstrate how teachers can work more effectively with their skilled teaching assistants and how to involve pupils in their own learning.
- Improve attendance by tackling the persistent absence of some pupils and ensuring that all parents understand the importance of their children attending school regularly.

**Outcomes for individuals and groups of pupils****2**

Almost all pupils enjoy school. This is reflected in their outstanding behaviour and willingness to learn, even in the unusual event of a lesson that may not fully meet their needs. In most lessons, good examples of collaborative working with other pupils are commonplace and enable pupils to be fully engaged in learning. Pupils are aware of the importance of reading teachers' comments in their books and know their personal targets for improving their effectiveness as learners. Older pupils also know how well they are performing in their lessons and how to improve their work in mathematics and English. Younger pupils are less clear about this.

Attainment on entry to Year 1 is below average. Overall pupils make good progress as they move through school. However, historically, pupils' progress slowed as they entered Year 1: pupils had not been able to make enough progress to close the gap compared with pupils in other schools. The school has recently introduced several effective strategies to improve attainment in Key Stage 1 and school data shows that this is producing an upward trend in the attainment of these pupils. Their performance is better in mathematics and writing than in reading. As pupils settle into Key Stage 2, and those who speak English as an additional language gain language skills, progress accelerates. By the end of Year 6 all groups of pupils make good overall progress and attain the national average in English, mathematics and science. This includes the more able pupils who are challenged in lessons and attain the higher expectations of teachers. A real strength is the attainment of pupils with special educational needs and/or disabilities who are performing as well as, or better, than similar pupils nationally.

The school is a very cohesive, safe and happy community as pupils' behaviour is outstanding. They are curious about the world around them and enjoy learning about different groups of people. Therefore, members of the school community feel confident and very safe. Where they have concerns about school they know where to turn to for help. Pupils serve the school community well and they are also valued in the local community through their singing and work as altar servers in several parishes. Several of the school's enterprise projects also involve pupils working with the local community and becoming more aware of healthy lifestyles through the gardening project. Their work and mature approach has recently won them three enterprise awards. Meanwhile, their work for Cafod, a charity that serves the developing world, has increased their knowledge and awareness of world issues.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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

## How effective is the provision?

Good teaching has enabled most pupils to make good progress. Throughout the school relationships are good and pupils respond well to the praise and rewards they are given. In all classes, regular, rigorous assessment enables teachers to know the ability and needs of their pupils and appropriate targets are set. Skilled teaching assistants provide a variety of good support to pupils who require help to make progress. In the majority of lessons there is an emphasis on developing spoken language and this is achieved very effectively through good questioning by teachers and the extensive use in most classes of collaborative work in pairs and groups. Pupils respond very well to these opportunities that are providing them the skills of independent learners. In a small minority of lessons teachers spend too long talking to pupils instead of involving them in their own learning. In these lessons, teaching assistants are not always used effectively and classroom organisation and planning occasionally make it difficult for learning outcomes to be achieved. Despite the work the school has undertaken to improve, marking inconsistencies remain and a small minority of pupils are unclear how they can improve their work.

The curriculum is effective and meets the needs of the school community. It enables basic skills, including literacy, numeracy, problem-solving and information and communication technology, to be the focus of learning. Through topic work these skills are applied effectively in a variety of contexts. This engages and motivates pupils as topic work reflects their interests. A range of good partnerships including the local network of

**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

schools, the Sports Partnership and links with the Local Enterprise for Growth partnership enrich the curriculum and make strong contributions to the personal development of pupils. The curriculum also makes a very strong contribution to preparing pupils for life in a multicultural society. The curriculum is well planned to ensure that the learning needs of different groups of pupils are fully met. A good example is the recent introduction to Year 1 of a curriculum that reflects the Early Years Foundation Stage curriculum as the school recognises that these younger pupils are not ready for a more formal approach to learning.

Pastoral care is outstanding. Pupils are known as individuals by staff and the school provides a very safe and welcoming learning environment. Very well-targeted support for pupils has enabled them to make the best of opportunities provided by the school. High quality provision and skilled teaching assistants ensure that pupils' needs are met. Excellent support from external agencies is provided for pupils who require it. Transition arrangements to the next class or phase of education are exemplary. Excellent case studies indicate the high quality of care received by vulnerable pupils. Very good strategies are in place to improve attendance which has improved significantly in the past year. The school's own breakfast and after-school clubs reflect the value it places on the care of children and their families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are good and there is a very clear vision for the purpose and direction of the school. It is shared daily with all members of the school community, including the pupils. No one is in any doubt that the purpose of the school is to educate each child, enabling that child to reach their potential in line with gospel values. Everything that the school undertakes is driven by this belief. This creates a very purposeful community where all are ambitious for the school's health and success. Targets are challenging and the progress of pupils is carefully monitored by managers and teachers. In this they are skilfully supported by a very well informed governing body which, through its performance committee, monitors the progress made by the school and holds teachers and leaders to account for their performance. The leadership and management team has worked hard to ensure that teachers and teaching assistants are very well supported through working in year groups and having appropriate training opportunities. This has improved the performance of pupils since the previous inspection. All safeguarding documents are current, very thorough and user friendly. They cover all aspects and are known by staff in school and monitored by the governing body.

**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

Safeguarding training is up to date and collaborative working with key agencies is exemplary. The school environment is maintained very securely and pupils know how to stay safe. Parents, carers and pupils are consulted about safeguarding issues. The school is a very inclusive community that has pursued ambitious strategies to tackle discrimination. As pupils move through school the gaps between the performances of different groups that exist in Key Stage 1 are closed so that by the end of Year 6 all pupils are achieving their potential. The school's work in promoting equality of opportunity is good. To help pupils to develop inclusive attitudes, community cohesion has been developed to enable pupils to meet with and experience a variety of faiths and traditions. Pupils are very interested and respectful of difference and also understand the common bonds that unite all groups of people.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children start the Early Years Foundation Stage with skills well below age related expectations; particularly in relation to emotional development and language and literacy skills. Improved provision in the last two years has enabled children to make accelerated progress so that by the end of the Reception class their skills are just below those expected of children preparing to join Year 1. This represents good progress and is attributable to good teaching, planning and a range of stimulating activities. There is a good emphasis on the development of speaking and listening skills supported by very skilled teaching assistants. Many opportunities are provided for the development of children's independence and ability to make choices. Therefore, children have positive attitudes to learning, behave well and are considerate of others. Resources are good, and both the indoor and outdoor areas are well used, although the Nursery outdoor area has limited equipment to extend children's experiences across all areas of learning.

**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

The leadership and management of the provision are good. The coordinator is enthusiastic and has created a strong staff team. She has a good overview of the provision's strengths and areas that require improvement, and welfare arrangements are good. Assessments of children's progress are good with parents and carers invited to make a contribution to their children's progress record. There are good links with parents and carers who are very positive about the quality of the provision and the good arrangements for entry to Nursery and to Year 1.

*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 percentage of parents and carers who responded to the questionnaire is very high. Responses are overwhelmingly positive about the school. Only 16 parents and carers chose to write comments and most were positive. Typically they said, 'This is an excellent school. We are very pleased with the staff who work hard and how the school is run. It is a very open school and the staff treat children wonderfully. Children love the after school clubs and the extra sporting activities.' Parents and carers interviewed also reflected these views and described the school as very approachable. They felt that behaviour is good and that children are very well looked after.

The very few parents and carers who voiced concerns commented on the small quantity of food given to pupils in school lunches, difficulties with parking at the school at the start and the end of the day and lack of information about a child's day in Nursery. While it may be that parents and carers have genuine concerns in these areas, the inspectors and almost all parents and carers in the school have not identified these areas as concerns.

## 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 352 completed questionnaires by the end of the on-site inspection. In total, there are 423 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	231	66	119	34	2	1	0	0
The school keeps my child safe	238	68	113	32	0	0	0	0
My school informs me about my child's progress	209	59	133	38	7	2	0	0
My child is making enough progress at this school	191	54	150	43	7	2	0	0
The teaching is good at this school	207	59	139	39	3	1	0	0
The school helps me to support my child's learning	185	53	163	46	2	1	0	0
The school helps my child to have a healthy lifestyle	176	50	173	49	2	1	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)	175	50	166	47	2	1	0	0
The school meets my child's particular needs	174	49	170	48	5	1	0	0
The school deals effectively with unacceptable behaviour	180	51	161	46	5	1	0	0
The school takes account of my suggestions and concerns	155	44	186	53	3	1	0	0
The school is led and managed effectively	212	60	137	39	0	0	0	0
Overall, I am happy with my child's experience at this school	234	66	117	33	1	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.**



8 November 2010

Dear Pupils

**Inspection of St Augustine's Catholic Primary School, Leeds, LS8 3PF**

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work and interesting activities in school.

In your discussions with inspectors you said that St Augustine's is a good school and we agree with you. The headteacher and all the staff work hard to make sure that teaching is good and you are extremely well cared for so that most pupils from the Nursery class to Year 6 make good progress. By the end of Year 6 your attainment is average in English, mathematics and science. Your behaviour is outstanding; you all feel very safe in school and know how to stay healthy. We were very impressed by how well you get on together and how you are so interested in each other's beliefs and traditions. We think that your spiritual, moral, social and cultural development is outstanding. You are very lucky to have so many exciting clubs and activities like sport, to help you to stay healthy, Irish dancing, cooking, gardening and art. We were impressed by the hard work you undertake to support people in under-developed countries like Tanzania.

One of the reasons for our visit was to see how your school can improve. Therefore, we have asked your school leaders to:

- ensure pupils in Years 1 and 2 make as much progress as children in the Nursery and Reception classes and pupils in Years 3,4,5 and 6
- help teachers to make sure that they always teach good lessons and that their marking helps you to understand how to improve your work
- help the small number of pupils who do not attend school regularly to improve their attendance.

You can help to improve your school by making sure that you know how to improve your work and by attending regularly.

Yours sincerely

Carmen Markham

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**