

St Augustine of Canterbury Roman Catholic Primary School, Burnley

Inspection report

Unique Reference Number	119491
Local Authority	Lancashire
Inspection number	358565
Inspection dates	8–9 February 2011
Reporting inspector	Jim Kidd

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Mr Ian Taylor
Headteacher	Mrs Katie Tomlinson
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons or part lessons, taught by six teachers. They held meetings with pupils, teaching and support staff, parents, members of the governing body and also the School Improvement Partner. They observed the school's work, and looked at school development planning, progress monitoring documentation, the school's learning platform and also pupils' workbooks. Inspectors also analysed 104 questionnaires returned by parents and carers, 13 completed by staff and 100 returned by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils who remain in the school from Reception onwards attain and achieve.
- How and with what impact the school is attempting to accelerate the progress of boys in Key Stage 1 and also pupils new to the school.
- Whether teaching offers pupils sufficient opportunities to become more independent and take responsibility for their own learning and progress.
- Whether the creative curriculum enables pupils' effective acquisition of discrete subject skills.

Information about the school

This is a smaller-than-average primary school which is increasing steadily in size. The proportion of pupils known to be eligible for free school meals is above average. There are more pupils with special educational needs and/or disabilities than is usually seen. Most pupils are White British and there are very few at early stages of learning English. There is an above average number of pupils who join the school other than at the usual times. St Augustine's has nationally accredited Healthy School status, plays an active part in the Burnley Sports Partnership initiative and holds the BECTA Mark for its work in information and communication technology (ICT).

There have been seven teaching staff changes since the previous inspection, including a new headteacher and a new deputy headteacher.

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

This is a good school. Provision and outcomes are improving rapidly in all key stages. Pupils feel exceptionally safe in its environs and also have an excellent understanding of how to live a healthy lifestyle. Moreover, the care, guidance and support they receive, often on an individual basis, from teachers, teaching assistants and the learning mentor are outstanding. Safeguarding procedures, too, are excellent. Parents and carers are overwhelmingly supportive of what the school is doing to raise their children's confidence, self-esteem and academic performance. They comment, 'Our children are coming on leaps and bounds. We are confident that their needs are met, both personally and academically.' Indeed, the school's engagement with parents and carers is outstanding.

Pupils' skills on entry to Reception are usually below age-related expectations. All groups of pupils, including those who remain in school from Reception and those who arrive in school other than at the usual times, make good progress and achieve well. They reach broadly average, but improving, standards by the end of Year 6. The school is concerned to accelerate pupils' progress further and staff recognise that more practical activities in Key Stage 1 are of the essence if boys' interests, particularly in mathematics, are to be met more closely.

Pupils behave well and, as a result of a wide variety of responsibilities in school, as Eco councillors and members of the 'Pupil Parliament' for example, they make an outstanding contribution to the school and wider community. Furthermore, the 'daily broadcast' is written and delivered by pupils and is eagerly awaited each afternoon.

Teaching is invariably good and warm relationships between pupils and the adults who work with them abound. Pupils research work for themselves but, on occasions, are not provided with enough opportunities to make an extended comment in class. The school monitors pupils' progress well but the good assessment practice, noted in English and mathematics, is not fully embedded in science. The curriculum makes an excellent contribution to pupils' personal and academic development. Pupils see a clear purpose to their learning because of the well-planned links between subjects. Provision in both sport and information and communication technology (ICT) is of the highest quality.

Procedures to monitor and evaluate the work of the school are well founded and, as a result, leaders, staff and members of the governing body have an accurate view of school strengths and areas for development. Without doubt, St Augustine of Canterbury is a 'thinking school' and one in which performance is always under review. It has, therefore, a good capacity for further improvement and provides good value for money.

What does the school need to do to improve further?

- Continue to accelerate pupils' progress across the school by:

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- further developing practical approaches in Key Stage 1 to meet the interests of boys, particularly in mathematics
- embedding the good assessment practice, already evident in English and mathematics, in science in order that pupils' individual needs may be met more closely in this subject
- providing pupils with more opportunities to make extended comment in lessons.

Outcomes for individuals and groups of pupils

2

Pupils greet staff warmly at the school gate each morning and cannot wait to get into school for the daily 'wake and shake' and then phonics sessions, where letter sounds are taught and learnt. They enjoy the wide variety of activities in the classroom and are keen to learn. They are delighted to talk to visitors about what they doing and even offer them sight of their 'learning logs', which they complete with their parents at home.

From below average skills on entry to the Reception Year, all groups of pupils achieve well across the school to reach broadly average attainment by the time they leave. Standards are rising and more pupils in Year 6 are now demonstrating the potential to reach the higher Level 5 in both English and mathematics. Pupils' skills in ICT are well above those usually found and, as early as Year 4, many are using quite complex programmes to produce a variety of graphs to illustrate their research findings. As a result of outstanding support in class and exceptionally-focused one-to-one sessions in reading and numeracy, pupils with special educational needs and/or disabilities and those new to the school make the same good progress as their peers. Teachers are now introducing more practical activities in mathematics in Key Stage 1, to interest boys in particular, and to foster their accelerated progress in this subject.

Pupils behave well and have the highest regard for the adults who work with them who, they say, 'Look after us, keep us safe and are always there if we need them.' They have a particularly impressive understanding of e-safety. They make an outstanding contribution to their own community and beyond. 'Pals' make sure no-one is lonely at breaks and lunchtimes and the engagement between Year 6 and children in the Reception class is a joy to behold. Pupils are proactive in their support for a wide range of charities and their generosity of spirit is a byword in the local community. Spiritual, moral, social and cultural development is good. Pupils reflect deeply and thoughtfully on their feelings and follow a clear system of religious and moral values which they apply to their daily lives. Good achievement, rising attainment, impressive skills in ICT and pupils' regular contribution to decision-making within the school demonstrate that they are well prepared for what the future holds.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching is consistently good and there are examples of outstanding practice across the school. Relationships between pupils and adults and between pupils themselves are a strong feature and there is a shared commitment to learning. Pupils are given many opportunities to work collaboratively and to act as learning resources for each other. Challenge is realistic and pupils rise to it: in Years 4, 5 and 6, for example, they use 'data loggers' to research the most suitable materials with which to make 'ear defenders' for factory workers and they also produce bar charts to identify healthy food. Furthermore, as a result of comprehensive support from teaching assistants, pupils with special educational needs and/or disabilities gain access to everything lessons have to offer and are often quite astonished at what they can do.

Pupils have many opportunities to take responsibility for their own learning, but, on occasions, and in a minority of lessons, questioning does not always allow them to make extended comment on their work.

Assessment and marking are good and teachers monitor the progress of their pupils' regularly, giving them detailed oral and written advice on how they can improve their work. Assessment in science, however, is not of the same order as that in English and mathematics and teachers recognise that this good practice needs to be embedded if they are to meet pupils' needs more closely in this subject.

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The creative and themed curriculum is outstanding and the many opportunities pupils have to apply their skills in literacy and numeracy in a wide range of contexts is leading to increased progress and rising attainment. Teachers' planning is an ideal balance between promoting pupils' love of and perseverance in learning and ensuring that they acquire the skills necessary for success in all their subjects. Information and communication technology in general, and the school learning platform in particular, are the driving forces which lead to pupils becoming independent learners. For example, pupils in Years 5 and 6 have designed their own Titanic disaster website and used specific historical skills, the use of sources, for example, with a confidence which belies their years. Pupils speak highly of, in their words, 'The amazing number of sports and games we can play' and also of the many visits and visitors which enrich their learning. From crown green bowling to ju-jitsu, pupils take part in a wide variety of team and individual sports. Indeed, previously, the school was commended as the only one in the local area which entered a team in every sport on offer.

The well-being of each and every pupil lies at the very heart of everything the school tries to do and all staff show the utmost commitment to and involvement in caring for each individual. The talented team of teaching assistants and the proactive learning mentor provide invaluable support for the most vulnerable pupils and their families. The school provides an exceptionally welcoming environment for pupils, and their parents and carers, and induction procedures are of high quality, enabling children entering the Reception class and also pupils new to the school, to settle down quickly in their new surroundings. One parent spoke for many with the words, 'The school makes us all feel important and staff take an interest in what is happening at home too. Staff are realistic and honest and listen to us if we have any suggestions.'

These are the grades for the quality of provision

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

How effective are leadership and management?

The perceptive and talented headteacher, ably supported by the highly-regarded deputy headteacher, engenders impressive teamwork among administrative, site management, teaching and ancillary staff. Staff are grateful for the support they receive and comment, 'We all feel valued here.' There is a shared vision for how the school should develop. Under the auspices of the relatively new leadership, there have been marked improvements in pupils' progress, in their attainment and in their attendance.

Members of the governing body support the school well and they have a good understanding of its strengths and areas for development. They challenge the leadership with rigour when they feel it is necessary to do so.

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The school's engagement with parents and carers is of the highest order and has improved significantly since the previous inspection. In their words, 'The school treats our children as individuals and they care about our families too.'

There is a good range of partnerships to promote pupils' learning and the school's extensive involvement, led by committed and industrious teaching assistants, in the Burnley Sports Partnership has a positive impact on pupils' physical and emotional health.

Equality of opportunity is promoted well and the school places real emphasis on tackling discrimination in all its forms. Child protection and safeguarding procedures are outstanding and recognised as such by pupils and their families. Policies and procedures are most effective, are fully understood by all staff and relevant training is up to date.

The school promotes community cohesion well and pupils have many opportunities to use new technology to engage with their counterparts in other countries, in Australia and Hawaii, for example. Leaders are now looking to increase links with other schools closer to home.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

This is a good Early Years Foundation Stage. Children enter the Reception class with skills which are generally below expectations for their age. As a result of effective induction procedures, extensive family involvement in the setting and good teaching, they make good gains across the year towards the Early Learning Goals, growing in confidence and self-esteem as they do so. They are very happy in the setting, are delighted to show visitors the work they are doing and even explain to them how they put their wellingtons on when they are going to role-play crossing the road safely in the outdoor area. The nurturing and positive environment ensures that children develop as secure and

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independent learners, who are confident and who enjoy investigative play, when making model dinosaurs and experimenting with torches and shadows, for example. Children behave well, use equipment and space safely and understand how to share and take turns. There is a good balance between adult-led and child-initiated activities but fewer opportunities outdoors for them to engage independently with their learning.

The setting is led and managed well and teamwork among staff is a major strength of the setting. The Early Years Foundation Stage leader has a clear vision and purposeful approach. She is supported very well by a committed and well-informed team of teaching assistants. Staff have an accurate understanding of performance in all areas of the setting. Observation procedures are embedded in daily practice and are used well to inform future planning. Assessment is good overall and there are effective systems in place to monitor children's progress. Staff are mindful at all times of the welfare of the children in their charge and there are very impressive policies and procedures to ensure children's safety.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

There was a 60% return of questionnaires, which is higher than usual. The overwhelming majority of parents and carers who returned the questionnaires are entirely happy with their children's experiences at the school. As they say, 'The school is very friendly and welcoming and our children love coming!' All believe that the school keeps their children safe and almost all are of the view that their children enjoy school and that St Augustine's helps them have a healthy lifestyle. They also make positive comments about the school learning platform and add that it gives them valuable information about the topics their children are studying and thus enables them to support their learning closely at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Augustine of Canterbury Roman Catholic Primary School, Burnley 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	58	43	41	1	1	0	0
The school keeps my child safe	84	81	20	19	0	0	0	0
My school informs me about my child's progress	60	58	42	40	2	2	0	0
My child is making enough progress at this school	62	60	37	36	2	2	1	1
The teaching is good at this school	61	59	41	39	0	0	0	0
The school helps me to support my child's learning	68	65	34	33	1	1	0	0
The school helps my child to have a healthy lifestyle	73	70	30	29	1	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)	62	60	40	38	0	0	0	0
The school meets my child's particular needs	63	61	39	38	0	0	0	0
The school deals effectively with unacceptable behaviour	57	55	42	40	0	0	1	1
The school takes account of my suggestions and concerns	59	57	40	38	2	2	0	0
The school is led and managed effectively	75	72	28	27	0	0	0	0
Overall, I am happy with my child's experience at this school	66	63	36	35	1	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



10 February 2010

Dear Pupils,

**Inspection of St Augustine of Canterbury Roman Catholic Primary School,
Burnley, Burnley, BB12 6HZ**

Thank you for the wonderful welcome you gave us when we visited your school recently. You were all so friendly, polite and kind to us. We are particularly grateful to those of you who came to talk to us on Tuesday and Wednesday and who also explained how your learning platform works. I told you I would write and tell you what we think about your school, so here goes!

St Augustine's is a good school which is improving quickly. The standards you reach in your work are rising and your computer skills are much better than we usually see. Your teachers teach you well and you receive excellent support from the other adults who care for you. You feel really safe in school and you have an exceptionally good understanding of how to live a healthy lifestyle. You take part in so many sports and games before, during and after school. You also have many opportunities to take responsibility in school and it is a joy to see the older pupils looking after the children in Reception as part of the 'Seeds and Gardeners' project.

Your headteacher and the other staff are always looking for ways to make St Augustine's even better. I have asked them, therefore, to give those of you in Years 1 and 2, particularly boys, more 'hands-on' activities, especially in mathematics. I have also asked them to check how well you are all doing in science so that they can plan lessons which help you make more progress in this subject. Finally, I have asked your teachers to make sure they always help you to give more detailed answers to questions in class.

Thank you again for being so kind to us. Please keep working hard and looking after each other. We enjoyed watching you learn.

Yours sincerely

Jim Kidd

Lead inspector

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