

Accrington St John with St Augustine Church of England Primary School

Inspection report

Unique Reference Number	119445
Local authority	Lancashire
Inspection number	379803
Inspection dates	13–14 June 2012
Lead inspector	Andrée Kedde

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	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Jayne Breare
Headteacher	Geoffrey Garlick
Date of previous school inspection	17 March 2008
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Introduction

Inspection team

Andree Keddle
Marian Thomas

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed seven teachers in 16 lessons, of which four were joint observations with the headteacher. Meetings were held with groups of pupils, members of the governing body and school staff, including senior leaders. The inspectors observed the school's work and looked at a number of documents including safeguarding records, minutes of governing body meetings, the school improvement plan, policies, teachers' planning and assessment data showing pupils' attainment and progress. Inspectors analysed 81 inspection questionnaires returned by parents and carers along with others completed by pupils and staff.

Information about the school

This is a smaller than average sized primary school. Most pupils are of White British heritage and there are a few pupils from minority ethnic groups. A broadly average proportion of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils supported by School Action Plus or with a statement of special educational needs is below average. The school meets the current floor standard which sets the government's minimum expectations for attainment and progress. The Early Years Foundation Stage comprises one Reception class.

During this academic year there has been a significant amount of teacher absence. The school has achieved the International School award, the Football Association Charter Standard and Healthy School status.

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	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	3
Leadership and management	4

Key Findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The school is not satisfactory because over time leaders and managers, including the governing body, have not ensured that pupils make at least satisfactory progress. Attainment in English and mathematics has declined and pupils' progress is inadequate by the end of Key Stage 2. Not enough pupils in the current Year 6 are on track to meet the standards expected nationally in the statutory tests in English and mathematics.
- Teaching is inadequate because over time pupils are making inadequate progress. Expectations regarding the amount of progress that pupils make are too low. There is insufficient challenge for higher attaining pupils and the proportions of pupils reaching the higher levels at the end of Key Stage 1 and Key Stage 2 are lower than found nationally. Expectations are too low for disabled pupils and for those who have special educational needs, and too few pupils are likely to meet their targets. Very recently the school, supported by the local authority, implemented strategies to improve the quality of teaching. Although these have positively impacted on teaching observed in lessons, they have yet to show any sustainable impact on pupils' progress over time.
- Pupils' behaviour in lessons and around the school is satisfactory overall and in some lessons observed by inspectors it was good. Pupils generally cooperate during learning activities and show positive attitudes to learning. Pupils understand how to keep themselves safe, including when using the internet.
- Since the previous inspection, leaders and managers have not held teachers sufficiently to account for the progress that pupils make. The leadership and management of teaching are inadequate because leaders and managers at all levels

have not provided sufficient staff training or undertaken enough rigorous monitoring to raise standards. As a result attainment has declined and pupils' progress over time is inadequate. Self-evaluation is ineffective and overgenerous.

What does the school need to do to improve further?

- Raise attainment in English and mathematics for all pupils by:
 - increasing the proportion of consistently good or better teaching
 - increasing and improving the teaching of letters and sounds (phonics) and of reading
 - taking prompt action to support pupils who are not making good progress
 - setting higher expectations for pupils' behaviour and more effective rewards so that good behaviour enhances learning in lessons
 - ensuring that assessment is accurate so that suitably challenging targets can be set, especially for higher-attaining pupils, disabled pupils and those who have special educational needs.

- Improve the quality of teaching by:
 - improving the quality of teachers' professional development with a focus on increasing rates of pupils' progress in lessons through fast-paced, challenging learning activities
 - sharing existing good practice in the school
 - raising expectations so that all teachers have equally high expectations of the progress that pupils should make.

- Improve the quality of leadership and management at all levels, including governance, and increase the capacity to improve by:
 - ensuring that the results of regular and rigorous monitoring are used to bring about further improvement
 - robustly and accurately evaluating the school's performance and the impact of actions to raise standards
 - raising expectations regarding the amount of progress that pupils are expected to make and holding teachers to account more effectively
 - improving the curriculum so that it meets the needs of all groups of pupils and contributes to their good and better progress
 - sharing data on pupils' progress and attainment regularly with the governing body so that members are more effective in rigorously holding the school to account
 - providing more opportunities for middle leaders to train and monitor staff in the areas for which they are responsible.

Main Report

Achievement of pupils

Over time pupils make inadequate progress in their learning. Action to improve rates of progress has been ineffective. Too few pupils reach the expected levels of attainment by the time they leave the school, and their attainment is below average at the end of Year 6. This year only about two-thirds of pupils in Year 6 are on track to achieve the expected level in reading and writing in their statutory English tests. Progress and attainment in

mathematics are a little better with almost three-quarters of pupils on track to reach the expected levels of achievement. Over time and including this year, fewer higher-attaining pupils reach the higher levels at the end of Key Stage 1 and 2 than do so nationally.

Children enter the Early Years Foundation Stage with a range of skills and knowledge, but typically these are below what is expected for children of their age. They get off to a satisfactory start in Reception where they make adequate progress. Standards of attainment in reading at the end of Key Stage 1 in 2011 were significantly below average. Pupils show good attitudes to reading which takes place regularly. In reading sessions groups working with the teacher are appropriately challenged. However, groups of pupils reading independently are not given purposeful reading tasks with clear, expected outcomes and this limits their progress. Sessions are in place, three times per week, in the Early Years Foundation Stage and Key Stage 1, to teach pupils about letters and sounds (phonics) in order to help them read. However, this is not frequent enough and the quality of teaching of phonics is variable. As a result reading attainment is too low and pupils' progress is slow. There are insufficient opportunities for the phonics subject leader to train staff and monitor teaching to ensure that it is consistently good. Attainment in reading is below average when pupils leave the school in Year 6.

In a few lessons observed, pupils made good progress as the result of challenging tasks with curricular activities, which were well-matched to their learning needs. Pupils who speak English as an additional language, disabled pupils and those who have special educational needs receive additional support, but make inadequate progress because expectations are too low. Very recent intervention programmes have increased rates of progress from some groups of pupils in lower Key Stage 2, but this more effective practice is yet to be implemented across the school. Inspection questionnaires completed by parents and carers show that they are happy with their children's achievement. A range of inspection evidence demonstrates that pupils' achievement is inadequate.

Quality of teaching

As the result of weak teaching over time pupils make inadequate progress overall, as evidenced in data provided by the school. Staff absence and several different teachers covering classes have further contributed to variability in the quality of teaching and learning across the school. The local authority has very recently worked closely with the school to improve the quality of teaching and, although this is making a difference in some lessons, it has yet to show sustained impact on pupils' outcomes.

Occasionally teaching is good, the pace of learning is brisk and most pupils understand clearly what they have to do to be successful. In these lessons, teachers use assessment information well to plan lessons which meet most pupils' needs and which suitably challenge all groups, including higher-attaining pupils, disabled pupils and those who have special educational needs. These lessons are interesting and teachers have high expectations of the progress pupils should make. However, such lessons are not the norm and there is not enough good or better teaching to enable pupils to make the consistently good progress needed to close the gaps in their attainment. Where teaching is less successful pupils' assessment information is not robust and activities are not sharply focused on moving the pupils on to the next level in their learning.

The accuracy of assessment information varies so targets set for pupils are not always appropriate for their needs. This is particularly the case for disabled pupils and those who

have special educational needs, where expectations are too low. Recent intervention programmes, combined with better teaching, are improving pupils' skills in English and mathematics in lower Key Stage 2 but such programmes are not yet embedded across the school.

The pupils' spiritual, moral, social and cultural development is promoted satisfactorily through lessons and assemblies, including those that take place each week in the church adjacent to the school. Occasional educational visits are made and pupils say that they would like more of these. In the questionnaires completed by parents, carers and pupils most say teaching is good. Inspectors evaluated the quality of teaching as inadequate.

Behaviour and safety of pupils

Pupils behave satisfactorily overall in lessons and in the best lessons their behaviour is good. Generally they cooperate well. In discussion with inspectors some pupils talked about recent improvements in behaviour as the result of better and more interesting lessons. Pupils understand the rules, but systems to reward good behaviour do not motivate them well. They say that 'Golden Time' does not motivate them as much as it used to do. A large majority of pupils say in the questionnaires that behaviour is good all or most of the time. However, about a quarter say that behaviour is good only 'sometimes.' In addition they suggest that older pupils could be used to resolve minor difficulties on the playground.

Pupils understand how to keep themselves safe in various situations, including when using the internet. They are aware of the different forms of bullying and have heard and understand the term 'cyber-bullying.' They understand how to keep safe on the roads and know not to play on, or near, railways. Pupils say that they have confidence that adults will sort out any problems and are willing to talk to adults in school about any worries. The school has well-embedded procedures to encourage pupils to attend school and attendance rates are above average and improving. Through the questionnaires most parents and carers show they have very positive views about behaviour and safety in school. Inspectors evaluated pupils' behaviour and safety as satisfactory.

Leadership and management

Insufficient training and professional development for teachers and inadequate performance management have failed to improve teaching, resulting in a decline in pupils' attainment since the previous inspection. Too little action has been taken to ensure that teachers have up-to-date skills and knowledge to provide the best teaching strategies for pupils. This has resulted in inadequate teaching over time. However, very recent intervention from the local authority is beginning to improve teachers' skills and the quality of teaching overall, although this has yet to impact on attainment and has yet to be shared more widely among teachers.

Inconsistent assessment systems, and insufficient moderation of teachers' assessments of pupils' skills and knowledge mean that assessment is not always accurate and robust. Although pupils' progress is tracked, action to support pupils not making expected progress has been insufficient to enable them to catch up. Very recent interventions have started to do this, but these are not widespread throughout the school.

The governing body has not been successful in holding the school to account. However, very recent training has given the governing body a greater understanding of data and its use in monitoring and evaluating the school's performance. The curriculum is suitably broad and consists of an appropriate range of subjects and activities. Pupils say that they enjoy the theme days and during the inspection one class had an ancient Greek theme day connected to their topic work. Such activities contribute satisfactorily to the development of pupils' spiritual, moral, social and cultural development. However, the curriculum is inadequate overall because pupils do not make enough progress in their learning over time, and assessments to support curriculum planning are not always accurate.

Leaders and managers and the governing body have not demonstrated that they have the capacity to further improve the school. Recent improvements have been made with the support of local authority personnel. Middle leaders have too few opportunities to train other staff and monitor their own subject areas. Monitoring and evaluation lacks rigour, and self-evaluation is inaccurate and overgenerous. Safeguarding procedures meet government requirements; training and policies are up-to-date. Although the school's leadership is aware of the importance of promoting equality and tackling discrimination, procedures relating to this aspect of the school's work are weak and this aspect of leadership and management is inadequate. The progress of different groups of pupils is tracked but insufficient support is given if they do not make expected progress.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 June 2012

Dear Pupils

Inspection of Accrington St John with St Augustine Church of England Primary School, Accrington, BB5 6AD

Thank you very much for making the inspectors so welcome and talking to us when we visited your school recently. Thank you for giving your opinions in the questionnaires and telling us about your school. We have judged that your school needs to make some important changes so that your achievement improves, particularly in reading, writing and mathematics.

We found that most of you are not making enough progress in your work. This is because the teaching in lessons is not good all of the time, although it has improved recently as some of you told us. Information about the skills and knowledge that you have gained is not always clear and accurate, and this limits how well lessons are planned to help each one of you to learn to the best of your ability.

We found that your school requires special measures. This means that inspectors will return regularly to check that things are improving. We have asked your headteacher, the governing body and the teachers to improve the quality of teaching, to speed up the progress that you make and to raise your attainment in reading, writing and mathematics, in particular. Also we have asked them to check on your learning more regularly and carefully, and to help you more if you fall behind in your work. You told us that behaviour is often good, but not all of the time, and that 'Golden Time' is not as good a reward as it used to be. We have asked your headteacher to give you better rewards to encourage you to behave well, particularly in lessons.

You can help by continuing to work hard and attending school regularly.

Yours sincerely

Andrée Keddle
Lead Inspector

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