

St Augustine's Catholic Primary School

St Wilfrid's Circus, Leeds, West Yorkshire, LS8 3PF

Inspection dates 2–3 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points and they achieve well. As a result, pupils' national test results overall at the end of Key Stage 2 have continued to show improvements over time.
- The quality of teaching is good. In the best lessons, expectations are high and teachers take every opportunity to challenge pupils' thinking. Skilful questioning and well-targeted activities are used effectively in these lessons.
- Behaviour in lessons and around the school is good. Pupils are keen to do their best and positive relationships between pupils and adults are evident across the school.
- The school provides a safe, inclusive and harmonious environment, with a strong focus on pupils' spiritual, moral, social and cultural development. Pupils are well cared for and feel safe in school. The school's extensive pastoral arrangements ensure that all pupils are given every opportunity to fully engage with school life.
- The headteacher, ably supported by senior leaders, has ensured that the school has maintained a sharp focus on the school's improvement agenda. Good teamwork and mutual support are evident across the school. The governing body effectively challenges all aspects of the school's work.

It is not yet an outstanding school because

- Although, overall, the quality of teaching is good, there is not yet enough outstanding teaching to ensure that pupils of all abilities are able to make rapid and sustained progress over time.
- Not all subject leaders play a full part in monitoring teaching and pupils' achievement.
- Despite making good progress, pupils' attainment in writing does not yet match that in reading and mathematics.

Information about this inspection

- Inspectors observed 18 lessons, including three joint observations with senior leaders. In addition, inspectors listened to pupils read and reviewed pupils' written work in lessons.
- Meetings were held with the headteacher, senior and subject leaders, teaching and support staff, pupils, four governors, including the Chair and Vice-Chair of the Governing Body and a representative from the local authority (the school improvement partner).
- Inspectors examined Ofsted questionnaires completed by school personnel. They also examined the results of the school's surveys for parents and spoke to parents as they arrived at the school with their children. The response to the on-line questionnaire (Parent View) was insufficient for detailed analysis.
- Inspectors scrutinised a range of documents including the school's information on pupils' achievement, records of lesson observations, information on behaviour and attendance, the minutes of the governing body meetings and safeguarding information.

Inspection team

Angela Headon, Lead inspector

Her Majesty's Inspector

Baljinder Khela

Additional Inspector

Barbara Hudson

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are from minority ethnic backgrounds.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for pupil premium (additional funding for pupils in local authority care, children from service families and those known to be eligible for free school meals) is above average.
- The headteacher was appointed in September 2012.
- The school's breakfast and after-school clubs are managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that the proportion of outstanding teaching increases in order to accelerate achievement further, particularly in writing, by:
 - making sure that all teachers develop effective questioning skills to challenge all pupils fully
 - increasing the opportunity for all pupils to develop their independent learning skills.
- Develop further the skills of all subject leaders to ensure that they are able to monitor teaching and pupils' achievement effectively within their key area of responsibility.

Inspection judgements

The achievement of pupils is good

- Although there is some variance from year to year, overall, children join the school with skills and abilities that are generally well below those expected for their age. In the Early Years Foundation Stage, the quality of provision ensures that they make good progress from their starting points.
- As they move through the school, pupils continue to make good progress, and this is particularly marked in Key Stage 2. As a result, their attainment in national tests at the end of Year 6 is similar to the national average. However, attainment in writing, although improving, does not yet match that of reading and mathematics.
- Disabled pupils and those who have special educational needs are carefully monitored and receive well-tailored individual support which enables them to make good progress.
- Extra provision, provided by pupil premium funding, includes focused one-to-one support in literacy and numeracy for identified pupils and enhanced pastoral intervention for those pupils and families with particular social and personal needs. As a result, pupils supported by the funding make good progress, with their average point score attainment measures showing improvements in reading, writing and mathematics over time, in comparison with those of their peers.
- School leaders set challenging targets and the attainment and progress of each pupil is carefully tracked. The school's assessment systems and regular pupil progress meetings are used very effectively by leaders and staff to identify and tackle any variation in pupil performance and intervene, as required. Extensive moderation within school and with external partners ensures that pupils' achievement information is secure.
- In subjects other than English and mathematics, pupils are also able to make good progress. The quality of the curriculum, including enrichment activities, enables pupils to make links between subjects and develop both their literacy and numeracy skills.

The quality of teaching is good

- Senior leaders have an accurate view of the quality of teaching. Robust systems to monitor the quality of classroom practice are in place; staff value the quality of the feedback from lesson observations. This shared commitment to continual improvement has ensured a secure profile of good teaching across the school.
- Pupils enjoy their learning and their spiritual, moral, social and cultural development is promoted very effectively in all lessons. As a result, positive relationships between teachers, teaching assistants and pupils are evident and pupils work co-operatively together.
- Overall, teachers display good levels of subject knowledge and lessons are planned well to meet the needs of different groups of pupils. Good teamwork between teachers and teaching assistants ensures that those pupils who require additional support and intervention are able to achieve well.
- Pupils listen carefully in lessons and engage well with the tasks set. They enjoy opportunities to discuss their work and are particularly enthusiastic when tackling challenging activities and questions. Conversely, some pupils can lose interest and quietly disengage when the pace of learning stalls.
- In those lessons where pupils make excellent gains in their learning, teachers consistently provide high levels of challenge throughout the lesson for pupils of all abilities. Every opportunity is taken to extend pupils' thinking and ideas through well-targeted activities, skilful questioning and the development of pupils' independent learning skills. Leaders fully recognise what is required to ensure that more teaching is consistently at this highest level.
- Marking in pupils' workbooks is regular, with many examples of detailed feedback that helps pupils to improve further. Pupils value the comments and also the encouragement and verbal

feedback they receive in lessons.

The behaviour and safety of pupils are good

- Pupils enjoy school life and this is reflected in their good behaviour in lessons and around the school. They show care and respect for one another, value each other's differences and they work and play together co-operatively in lessons and at social times. Pupils' spiritual, moral, social and cultural development has a high priority and this is evident in pupils' positive conduct, actions and their responsible approach to school life.
- Pupils feel safe in school. They are aware of how to stay safe and are confident that if any bullying should occur, adults would quickly ensure that this was resolved. Pupils have a clear understanding of the how the school's new system promotes positive behaviour.
- Extensive pastoral arrangements, including work with external agencies, are complemented fully by thorough procedures to safeguard and care for all pupils. This ensures that those with the highest level of personal or social need are given every opportunity to achieve well and experience all that the school has to offer.
- The school has worked hard to improve attendance, with a particular focus on those pupils with a track record of persistent absence due to taking regular visits abroad or extended holidays. The profile and importance of attendance across the school has been raised, with a range of strategies in place involving key support personnel. As a result, although attendance remained below the national average last year, current attendance figures already indicate an improving picture.
- Parents who had responded to the school's surveys and those spoken to by inspectors were positive about pupils' behaviour and indicated that their children felt safe in school and that they were cared for well.

The leadership and management are good

- The headteacher's effective strategic leadership has ensured that the school has continued to move forward since the previous inspection. Since her appointment, the school has experienced a number of unforeseen staff changes; however, throughout this period, she has continued to focus sharply on the school's improvement agenda.
- In this, she has been ably supported by the deputy headteacher and senior leaders. Recent restructuring of the senior leadership team has ensured that these roles have been strengthened further with clear lines of accountability and a secure focus on the school's key priority areas.
- School leaders have an accurate view of the school's performance. Systems to manage staff performance are used well, both to support and challenge their work. There is much in place to ensure that staff are able to develop and improve their practice further. Staff value the range of well-targeted professional development opportunities offered by the school.
- Robust procedures to check the quality of teaching and pupils' achievement regularly are in place. Lesson observations, the regular monitoring of teachers' planning and pupils' workbooks, together with pupil progress meetings ensure that senior leaders are well-placed to tackle any variation in performance.
- Subject leaders also play their part in the monitoring process. However, those with responsibility for subjects other than literacy and numeracy have a more limited role. The school recognises that there is now scope for further development in this area.
- The curriculum promotes pupils' achievement and their personal development well. The creative curriculum and a range of sporting and creative enrichment activities including educational visits ensure that pupils have the opportunity to engage in a good range of learning experiences. This provision strongly supports pupils' spiritual, moral, social and cultural development and ensures that every pupil has an equal opportunity to succeed.
- School leaders and governors value the work of the local authority and in particular the challenge and support provided by the school improvement partner. The school also works productively with other schools, notably the local 'family of schools' and the wider Leeds

community schools on aspects including leadership and key curriculum areas.

■ **The governance of the school:**

- The governing body understands the strengths of the school and where further improvement is needed. Governors have the required skills and expertise to hold leaders to account. Through full governance meetings and the revised committee structure, governors have a secure understanding of issues related to provision, achievement, performance management and pay progression and are continuing to develop further their scrutiny of pupil premium funding. The school has yet to receive the new funding for school sport. Since the previous inspection, governors have been pivotal in securing appropriate funding to bring about significant improvements to the school building and learning environment. The school's safeguarding arrangements meet all statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108022
Local authority	Leeds
Inspection number	427282

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	T Lyons
Headteacher	S O'Brien
Date of previous school inspection	4 November 2010
Telephone number	0113 2930350
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