

St Augustine of Canterbury Roman Catholic Primary School, Burnley

Lowerhouse Lane, Burnley, Lancashire, BB12 6HZ

Inspection dates 29–30 January 2014

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children start school in the Reception class with skills that are below those expected for their age. By the end of Year 6, they attain broadly average standards. This represents good progress from their starting points.
- Pupils who are entitled to the pupil premium make the same progress as their peers nationally which is similar to that of their classmates. Disabled pupils and those who have special educational needs make good progress.
- Teaching is good and some is outstanding. Relationships between staff and pupils are very strong. Teachers expect pupils to do their best at all times and they use questioning well to promote good learning.
- Behaviour is outstanding in the classroom and around the school. Pupils have very positive attitudes and commitment to their learning and this is helping accelerate their progress.
- Pupils feel very safe in the school's caring environment.
- Pupils' spiritual, moral, social and cultural development is well promoted by the school.
- The headteacher inspires her entire team to work well together for the good of the pupils. The school's self-evaluation is accurate and senior leaders, including governors, know the strengths and areas for improvement very well. They are determined to secure the best for each pupil.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching in the school. Teachers do not always provide work at the correct level for the range of ability within each class or group. Sometimes pupils move on before they have had enough time to secure new skills.
- Middle leaders are at an early stage in monitoring and influencing progress in their subject.
- Teaching assistants are not as consistent as they could be in their support for pupils' progress.

Information about this inspection

- This is a smaller-than-average primary school which is increasing steadily in size.
- The large majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils who qualify for the pupil premium is above average. This extra government money is provided to the school to help certain groups, including pupils who are known to be eligible for free school meals and children from service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion supported through school action plus or with a statement of special educational needs is above average.
- There is an above average number of pupils who join the school other than at the usual times.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The headteacher is a Local Leader of Education and has recently been supporting another school to secure improvements.
- St Augustine's has nationally accredited Healthy School status, plays an active part in the Burnley Sports Partnership initiative, holds the BECTA Mark for its work in information and communication technology (ICT) and has achieved the Eco Green Flag Award.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Ian Young

Additional Inspector

Full report

Information about this school

- Inspectors visited 13 lessons. Two lessons were observed jointly with the headteacher.
- The inspectors heard pupils read, examined pupils' work in their books, and observed pupils' activities in the playground and in the dinner hall.
- Inspectors held discussions with pupils, a group of parents, the headteacher and other senior leaders, members of the governing body, and a representative of the local authority.
- Inspectors examined a range of documents, including minutes of governing body meetings, a summary of the school's self-evaluation, the school improvement plan, documents showing how the quality of teaching is checked, the school's information on pupils' progress, teachers' plans and records relating to safeguarding, behaviour and attendance.
- The inspectors took account of the 52 responses to the online questionnaire (Parent View) and spoke with a number of parents.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to improve pupils' achievement even further by:
 - ensuring that activities are purposeful and challenging so that pupils of all abilities can achieve well checking the progress of pupils in lessons and adapting what they are learning if it is spotted they are not making enough progress
 - teachers checking that the support provided by teaching assistants is effective and helps pupils to make as much progress as possible
 - providing more opportunities for pupils to practise their new skills to ensure they are secure before moving on.
- Continue to improve the impact of middle leaders by ensuring they have more opportunities to check out teaching, identify outstanding practice and share this to secure outstanding teaching.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with skills that are below those expected for their age. Their communication and language skills are particularly weak on entry to the school. They make good progress due to the nurturing environment, a curriculum that meets their needs effectively and a clear focus on extending their vocabulary and developing spoken language. This means they enter Year 1 with skills that are typical for their age.
- Pupils across the school achieve well and equality of opportunity is at the heart of the school's work. Progress continues to be good at Key Stage 1 and 2 and by the time the pupils leave St Augustine's they are attaining broadly average standards in reading, writing and mathematics. Pupils are beginning to achieve above average standards because of their desire and commitment to do well in every lesson.
- The proportion of pupils in Key Stage 2 making and exceeding expected progress in writing and mathematics over time is at least in line with the national average, and often above. The proportion of pupils making better than expected progress in reading, writing and mathematics in 2013 was above average. There are no significant gaps in the achievement of groups of pupils with different backgrounds and circumstances.
- Pupils' achievement in reading is good. Results of the Year 1 phonics (the sounds that letters make) check in 2013, show that 76% achieved the expected level. Older pupils enjoy reading and read widely at home and in school. Their attainment by Year 6 is rising and pupils are determined to do well.
- Those pupils eligible for the pupil premium receive additional one-to-one and small group support from adults. Additional teaching and support staff have been employed for this purpose and to help support pupils and their families socially. As a result, the progress of these pupils in English and mathematics is often better than that of their peers nationally and close to that of their classmates.
- Pupils who are disabled or have special educational needs and those from all different ethnic backgrounds achieve well. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is often broken down into smaller steps that enable them to make good progress.
- More able pupils generally make good progress due to well-planned and interesting work provided by teachers. More able pupils are determined to achieve highly. Sometimes the work set for these pupils is not hard enough to ensure that in all lessons they make good progress.

The quality of teaching is good

- Good classroom management, coupled with teachers' high expectations of work and behaviour, ensures that teaching takes place in a purposeful and calm learning atmosphere. These strengths in teaching make a significant contribution to pupils' good progress.
- In the Early Years Foundation Stage, good use is made of the indoor and the somewhat limited outdoor space to develop children's skills. Adults take every opportunity to extend children's language and numeracy skills by regularly asking them about the things that they are doing. This was very evident in an outstanding lesson in which the children learnt about the Chinese New Year.
- Teachers ask questions skilfully in order to check pupils' understanding and extend their learning. Subject knowledge is good and teachers plan imaginative lessons with activities that make pupils think and find out for themselves. In a Year 5 and 6 mathematics lesson about fractions the teacher was very skilled in developing pupils' use of technical terms and questions enabled them to think deeply about the problems they had to solve.
- Pupils are very proud of their work which is always presented at a high standard. Teachers'

marking is consistent across the school and they provide very useful comments that help the pupils move forward in their learning.

- Teachers have a clear focus on teaching pupils to read. Regular phonics sessions and guided reading activities for all age groups further support the development of pupils' reading skills and a love of books.
- When given the opportunity, pupils co-operate extremely well in their learning, share ideas and learn from each other. This both develops their speaking and listening skills and promotes respect for the views of others.
- In most cases, teachers make very good use of the school's assessment data in order to set and review targets for pupils' learning and to plan well for pupils' varying needs and abilities. In these lessons, more able pupils are provided with challenging tasks which motivate them well.
- In a few lessons, however, the work set is too similar for all abilities and is then too easy for the more able and difficult for the least able. Occasionally, during lessons teachers do not check that pupils understand and can do what they have been set. As a result, adjustments are not made to enable pupils to make as much progress as possible. Sometimes, pupils move on too quickly without having enough time to practise new skills.
- Teaching assistants are generally deployed well to ensure that the work given to disabled pupils and those who have special educational needs is carefully sequenced so that all make good progress towards their learning targets. However, on occasions they help too much rather than encouraging pupils to have a go themselves and this limits their progress in lessons.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils' attitudes to learning are excellent. They are enthusiastic in class and engage in their learning well. The relationships in the classes are excellent; pupils work well together and with adults. There are no disruptions to learning and there have been no exclusions.
- The school's work to keep pupils safe and secure is very good. Pupils have a very good understanding of personal safety and how to stay safe when using the internet. The school uses a range of outside agencies to make sure all the pupils' needs are met and has good community links which enhance learning further.
- The pupils take a significant lead in the life of the school. They take on a range of responsibilities, such as sports ambassadors and school chaplains. In their morning broadcast Year 6 pupils provide a leadership role in developing reflection on issues of faith and morality.
- The older children understand their responsibility to model good behaviour and safe practice. The 'playground pals' show great maturity in their role to ensure that younger children are looked after on the playground and around school. Pupils are very caring of each other, especially at lunchtime. Pupils enjoy playtimes which are very happy and secure for all.
- Pupils say behaviour is excellent and there is no bullying in the school. The pupils are well aware of the school rewards system. It is very effective in fostering good relationships and promotes a positive feel within the classrooms.
- The school has worked hard to improve pupils' attendance, which is now above average.
- Pupils enjoy and benefit from taking part in school clubs, assemblies and other enrichment activities and visits, including to the parish church and other schools.
- The pupils are very polite both to each other and adults alike. They are very curious about the world around them and are keen to learn. They say they would recommend their school to others and the parent views expressed in a recent school questionnaire are also highly positive about the school.
- Pupils are excellent ambassadors for the school and are very well prepared for the next stage of education, both academically and personally.
- The work of the Learning Mentor, who is totally committed to every pupil at St Augustine's, is greatly appreciated by all in the school community. Parents say that their children are very well

cared for and looked after.

The leadership and management are good

- The headteacher provides energetic and enthusiastic leadership. Since she became headteacher, she has been relentless in overseeing a successful focus on improving teaching and accelerating progress across the school. Key strengths and areas for improvement have been identified, with the full support of the governing body.
- It is very much a team approach and staff are very well motivated and demonstrate a shared sense of responsibility for, and commitment to, the school's continued improvement.
- Senior leaders are aware of the need for more teaching to be consistently outstanding. They carefully track both pupils' progress and the quality of teaching, and use this information to ensure that planning for improvement is founded on good evidence and accurate data.
- The school thoroughly evaluates its performance and ensures its action plan carefully matches its choice of priorities to the school's identified needs. Effective leadership ensures that actions have a clear impact on progress and teaching and have led to an improving school with good capacity to move forward.
- Pupils' progress is checked regularly and those who fall behind are given the help they need to catch up. Fully supported and monitored by the governing body, the school makes very effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils make good progress in their time in school.
- There have been some recent changes to leadership and the new middle-leadership team show real capacity in understanding their role and are determined to ensure that standards in their subjects rise even further. They are keen to get more opportunity to be in classrooms to find the information needed to secure the next improvement steps.
- The Catholic ethos is the driving force with all that school does. Pupils' spiritual, moral, social and cultural development is promoted very effectively. The school's promotion of equality of opportunity in all its work is good. Leaders are constantly alert to any variation in achievement and searching for new ways to overcome any weaknesses and prevent any discrimination.
- The lively and creative curriculum is enhanced by a wide range of visits, such as to Clitheroe Castle and Queens Street Mill, when pupils benefit from first-hand experiences to inspire their learning. Pupils appreciate and are involved in a significant range of extra-curricular activity.
- The school is involved in a range of partnerships, including the local Catholic network, Blessed Trinity RC High School and the Burnley Sports Partnership (BPS). Support from the local authority has been helpful with checking the school's performance and with training for staff and governors.
- The school uses its primary sport funding well to provide additional weekly physical education lessons and lunchtime activities led by skilled sports coaches from BPS. This motivates pupils very well and is leading in turn to improved physical skills, health and well-being.
- Safeguarding systems in and around the school are very rigorous and secure.
- **The governance of the school:**
 - The governors have a good knowledge of the school's strengths and weaknesses, including the quality of teaching. For example, governors cross-reference school data with their findings during frequent visits to observe pupils' learning and with the comprehensive evaluations of school performance from the headteacher. They also compare school data about pupils' achievement with those found nationally. Governors take full advantage of training opportunities; for example, in safer recruitment of staff and managing finance. Governors are both supportive and suitably challenging in the way in which they hold the school to account. They know how good teachers are rewarded and how the small amount of less-strong teaching is being improved. Governors keep a careful track on finance. They make sure, for example, that expenditure on new information and communication technology, such as computers, and extra funds, such as the pupil premium, are used to strengthen pupils'

progress and narrow any gaps in achievement.

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	119491
Local authority	Lancashire
Inspection number	440843

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	203
Appropriate authority	The governing body
Chair	Ian Taylor
Headteacher	Katie Tomlinson
Date of previous school inspection	8 February 2011
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