

# St Augustine of Canterbury Catholic Primary School

Boscombe Crescent, Downend, Bristol, BS16 6QR

**Inspection dates** 3–4 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Over time, teaching is not consistently good, especially across lower Key Stage 2.
- Teachers do not always adapt tasks in lessons when necessary to help pupils learn.
- Teaching assistants are not consistently used by teachers to support pupils' learning.
- Some teachers do not consistently ensure pupils take note and respond to the advice given in marking.
- All groups of pupils do not make consistently good progress across Key Stage 2, especially in writing.
- Pupils' behaviour is not consistently good. When teachers fail to motivate pupils they become disinterested in their learning.

### The school has the following strengths

- The headteacher, supported by senior staff, is improving the quality of teaching and has ensured there is no inadequate teaching in the school.
- There is some good teaching in the school, especially in the Early Years Foundation Stage, Key Stage 1 and Year 6.
- The governing body questions senior leaders effectively and holds them to account for pupils' achievement and the quality of teaching.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and there is always someone to turn to.

## Information about this inspection

- Inspectors visited 20 lessons and part lessons and observed 11 teachers. The headteacher and lead inspector observed five part lessons together.
- Meetings were held with senior and subject leaders, members of the governing body, a representative of the local authority and a group of pupils.
- Inspectors analysed a range of documents including school assessments showing pupils' progress; the school's own judgements about the quality of teaching and pupils' achievement; minutes of governing body meetings and documents relating to the safeguarding of pupils.
- Inspectors looked at a range of pupils' work and heard a number of pupils reading.
- Inspectors analysed 84 responses from parents who completed the Parent View survey on the Ofsted website.
- Inspectors took into account nine staff Ofsted questionnaires that were completed during the inspection.

## Inspection team

James Henry, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Richard Chalkley

Additional Inspector

## Full report

### Information about this school

- St Augustine of Canterbury is an average-sized primary school.
- Almost all pupils are White British, with English as their first language.
- The proportion of pupils supported through action plus or with a statement of educational needs is below the national average.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals and for children who are looked after) is well below the national average.
- There have been two part-time interim headteachers and an interim deputy headteacher since the last inspection.
- A new headteacher was appointed in September 2013.
- Currently three classes are taught full time and another class taught part time by a temporary teachers.
- The school has a breakfast and after-school club that is managed by the governing body.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve the quality of teaching so that it is consistently good by ensuring:
  - tasks are adapted when necessary to ensure all groups of pupils make consistently good progress in their learning
  - pupils consistently respond and act on the advice given by teachers in marking
  - teachers consistently use teaching assistants effectively to support pupils' learning
  - pupils do not become disinterested in their learning.
- Increase the rate at which pupils learn in writing, particularly across Key Stage 2, by:
  - providing consistent opportunities for pupils to write at length in other subjects in different ways
  - regularly provide topics that interest pupils and stimulate them to write
  - improving pupils' wider vocabulary to help pupils produce better quality pieces of writing.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The achievement of pupils is not good because all groups do not make consistently good progress across Key Stage 2.
- Pupils' attainment at the end of Year 2 is consistently above the national average. Attainment fluctuates over time at the end of Year 6. In 2013, attainment overall at the end of Key Stage 2 was broadly in line with the national average.
- From good starting points at the end of Key Stage 1, pupils' progress slows across Key Stage 2, particularly in writing. For example, attainment in writing, including the proportion of the most able pupils achieving the higher levels, fell to below the national average at the end of Key Stage 2 in 2013.
- Over time, the progress of disabled pupils and those with special educational needs and the most able pupils slows, along with other groups in the school.
- School assessments and pupils' work show that the progress of different groups of pupils, including the most able, is improving, especially in reading and mathematics. Pupils in Year 6 are on track to raise attainment to above the 2013 national average. However, progress in writing across Key Stage 2 is not improving as quickly as in reading and mathematics.
- This is partly because pupils are not given enough opportunities to write at length in other subjects and pupils' wider vocabulary is not consistently improved to help pupils produce better quality writing.
- Over time, the achievement gap in English and mathematics for pupils supported by additional funding has not been closed. In 2013, pupils supported by additional funding finished Year 6 over a year behind other groups in the school. School assessments show that this gap is now being closed across Key Stage 2. Pupils supported by additional funding in Year 5 are working at the same levels as their peers.
- Children enter the school with skills and abilities broadly expected for their age. They make good progress across the Early Years Foundation Stage and enter Year 1 ready to learn the different subjects taught.
- Pupils, including disabled pupils and those with special educational needs, make good progress across Key Stage 1 in reading, writing and mathematics.
- The most able pupils make good progress across Key Stage 1 and achieve the higher levels of attainment by the end of Year 2.
- The school has a system for teaching early reading skills that helps pupils to break down and read unfamiliar words. This is closing the gap for pupils supported by additional funding across Key Stage 1. All the pupils from this group reached the expected level of achievement in reading by the end of Year 2 in 2013.

### The quality of teaching

### requires improvement

- Teaching is not consistently good across the school.
- Sometimes teachers do not ensure all pupils understand what they are learning nor adapt tasks to help them learn at a quicker rate. As a result, pupils' learning slows in some lessons, particularly across classes in lower Key Stage 2.
- Teachers do not consistently ensure that pupils regularly respond and act on the advice given in marking.
- Teaching assistants are not consistently and effectively used by teachers to support pupils' learning.
- There are occasions when teachers do not motivate pupils and they become disinterested in their learning. There are times when pupils are stimulated to produce good pieces of work, for example when writing about volcanoes. However this is not yet consistent practice across the school.

- There is some good teaching in the school, especially in the Early Years Foundation Stage, Key Stage 1 and Year 6. Pupils' learning in these classes is good because teachers check on how well pupils understand what they are learning and change their lessons, when necessary, to help pupils learn quickly.
- Where teaching assistants are used well it is normally to help disabled pupils and those with special educational needs with their learning. This helps to ensure all groups of pupils have an equal opportunity to learn and be involved in lessons.
- Teaching assistants are used effectively to support and check on children's learning in the Early Years Foundation Stage.
- Teachers are now more accurately and regularly checking on pupils' progress. This is helping teachers identify pupils who may not be doing as well as they could and provide extra challenge or support. As a result, the progress of different groups of pupils, including the most able and pupils supported by additional funding, is beginning to improve across Key Stage 2.

### **The behaviour and safety of pupils** requires improvement

- Behaviour requires improvement. This is partly because there are occasions when teachers do not motivate pupils. As a result, pupils become disinterested in their learning and their attention can wander. Some pupils do need regular reminders from adults about appropriate behaviour, for example not to run in the school building.
- When motivated, pupils are generally keen to learn and enjoy and take pride in their school. Pupils are polite to each other and to adults in the school.
- Pupils say behaviour is general good in the playground and in the dinner hall.
- Observations in lessons showed pupils cooperate well and pupils say there is little disruption to learning.
- Staff manage the behaviour of pupils well. Pupils say they appreciate and understand the school's system for rewarding good behaviour and the sanctions for poor behaviour.
- Most parents who completed the Parent View survey on the Ofsted website felt that the school makes sure its pupils behave well.
- Attendance is broadly in line with the national average.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school because there is little bullying of any kind. They have the confidence to tell staff about any instances of bullying and know they will be listened to and problems will be dealt with quickly.
- Most parents who completed the Parent View thought that the school deals effectively with bullying. A small minority felt they did not know the answer to the question about bullying.
- Pupils enjoy and feel safe in the breakfast and after-school clubs.
- The school works well to help pupils keep themselves safe. Pupils visit the local Life Skills centre, where they learn about staying safe in different situations. Activities such as road safety awareness, cycling proficiency training, e-safety and anti-bullying lessons help pupils to understand how to keep themselves safe.

### **The leadership and management** are good

- The headteacher has brought stability and sets high expectations for the school following a period of temporary leadership.
- Senior leaders have a clear understanding of where the school needs to improve. Thorough action plans focus strongly on raising pupils' achievement and improving the quality of teaching.
- The headteacher, helped by senior leaders, checks rigorously on the quality of teaching and provides good feedback to teachers. Consequently, teaching is improving and there is no inadequate teaching in the school. Pupils' progress is quickening in reading and mathematics

across Key Stage 2. This shows that the school has the capacity to continue to improve.

- Senior leaders manage the performance of teachers well through setting clear targets for the progress of the pupils they teach. This is linked to professional training to help teachers improve their teaching skills.
- Senior leaders act as subject leaders, particularly in English and mathematics. They carefully check on pupils' progress and hold teachers to account through regular meetings.
- The well-balanced curriculum and extra activities foster pupils' spiritual, moral, social and cultural development well. Sporting and musical events promote pupils' social development. There are strong links with the local parish to foster pupils' spiritual and moral development. Joint fundraising events involve pupils in supporting the Catholic Agency for Overseas Development. This is an example of how the school fosters good relationships in the local and wider community. Activities such as a visit to the opera promote pupils' cultural development well.
- The additional sports funding is used to pay for specialist sports coaches to work with pupils and help develop staff expertise. Cricket and gymnastics coaches have delivered lessons for pupils and training for staff. This additional money has been used to buy equipment and join a sporting partnership of local schools. This allows pupils to take part in sporting competitions, for example tag rugby.
- The school has begun to measure the difference this is making to pupils' health and well-being. There has been an initial assessment of pupils' basic physical skills, such as running, throwing and catching. This assessment will be done again, after pupils have finished a series of coaching lessons, to measure the level of improvement.
- Safeguarding procedures to help keep pupils safe are good. All staff have regular child protection training, with adults appropriately checked to ensure they are suitable to work in school.
- The local authority and the Catholic diocese have worked effectively to support the school during a period of instability, for example in seconding interim headteachers and a deputy headteacher. This support is ongoing, but being withdrawn gradually as the school improves.
- **The governance of the school:**
  - Governors have a good understanding about how well pupils are doing. They use this knowledge to question senior leaders rigorously about the quality of teaching and pupils' attainment and progress. There are good performance management procedures to check that any promotions or pay rises are clearly justified. The performance of the headteacher is managed well. Governors have a clear view of how the additional funding is spent, including the primary sports funding, and check carefully on the difference it is making to the progress of pupils supported by this funding. All statutory requirements are met, including safeguarding procedures which are reviewed regularly.

## 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

<b>Unique reference number</b>	109268
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	431100

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	283
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Myra Conway
<b>Headteacher</b>	Julian Clements
<b>Date of previous school inspection</b>	20 June 2012
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