

# St Augustine's Catholic Primary School

Hollis Lane, Kenilworth, CV8 2JY

**Inspection dates** 23–24 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The strong leadership of the headteacher has ensured that the quality of teaching has been sustained during recent staff changes. This has been achieved through rigorous lesson observations, scrutiny of pupils' workbooks and regular meetings with teachers about pupils' progress.
- Teaching across the school is good. Teachers' clear explanations and effective questioning ensure that pupils learn well. There are very positive relationships between the teachers and their pupils.
- Achievement is good. Attainment over the past three years in reading, writing and mathematics at the end of Year 2 and Year 6 has been above the national average.
- Children in the Early Years Foundation Stage are taught and cared for very well. They make good progress and are well prepared for Year 1.
- The progress of all pupils in Key Stage 1 and Key Stage 2 is good.
- Pupils say they enjoy school, and feel safe and well cared for. They behave well in lessons and at all other times during the day. They manage their own behaviour well, which enables everyone to learn and play productively and happily.
- Pupils enjoy opportunities to take part in trips, residential visits, sport, music, art and to learn about other cultures. The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. It ensures that pupils are being prepared effectively for life in modern Britain.
- The governing body is very effective at holding the school to account for the achievement and safety of the pupils. Governors closely monitor all aspects of the school's performance. They provide effective support to the headteacher.

### It is not yet an outstanding school because

- Subject leaders do not regularly check on the quality of teaching and provide advice to staff that would help them improve their lessons.
- The work being given to pupils is sometimes too easy or too hard and so they do not make the best possible progress in lessons.
- Teachers' marking does not always give pupils clear guidance about how they can improve their work. Teachers do not always make sure that pupils make improvements to their work following the feedback and marking.

### Information about this inspection

- Inspectors carried out 14 lesson observations over the two days. Every class was visited at least once to observe teaching and learning. Two of these observations were carried out jointly with the headteacher. Inspectors also carried out shorter visits and walks around the school to gather information about the curriculum, behaviour and safety, and pupils' spiritual, moral, social and cultural development.
- The inspectors looked at a wide range of pupils' work in English, mathematics, science and topic work, including books from the previous school year.
- Inspectors talked to two groups of pupils, as well as hearing pupils read in Years 2 and 6.
- Inspectors looked at a range of documentation, including staff safeguarding checks, case studies of individual pupils, staff performance management, the school's development plan and its self-evaluation documents, and minutes from governing body meetings. Evidence was collected about pupils' attainment and progress in each year group and over time, and information about pupils' behaviour and attendance was reviewed.
- Inspectors took into account the 78 responses to the online Parent View questionnaire, and letters sent to the inspection team. The inspectors spoke informally with a number of parents as they brought their children to school. The lead inspector also met separately with parents who requested a meeting.
- The 22 responses to the staff questionnaire were reviewed.
- Inspectors had meetings with senior and subject leaders, and with the Chair of the Governing Body and six other governors. The lead inspector held a telephone conversation with a representative from the local authority.

### Inspection team

Michael Appleby, Lead inspector

Additional Inspector

Jennifer Taylor

Additional Inspector

## Full report

### Information about this school

- St. Augustine's Catholic primary School is smaller than the average-sized primary school.
- About three quarters of the pupils are of White British heritage. The proportion of pupils from minority ethnic groups is similar to the national average.
- The pupil premium provides support for about one in 20 pupils in the school. This additional government funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is about one in 20, which is below the national average. About one pupil in 20 is supported through school action plus or with a statement of special educational needs, which is also below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The privately run 'Kids Club' on the school site offers before- and after-school care. It is separately inspected.
- Almost half the teaching staff were new to the school in September 2014. Three new teachers, two of whom are newly qualified, joined the school.

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

- Improve the quality of teaching by ensuring that:
  - pupils are given work that is matched to their different capabilities so that it is not too easy or too difficult
  - marking gives pupils clear guidance on what they need to do to improve their work, and teachers see to it that pupils follow the advice they are given and make the improvements needed.
- Strengthen the role of subject leaders by ensuring that they check on the quality of teaching and provide advice to staff to help them improve their practice.

## Inspection judgements

### The leadership and management are good

- The headteacher provides strong and focused leadership to the school. Effective actions taken to improve teaching and learning include close scrutiny of pupils' work and progress, regular observations of teaching with targets for improvement, and checks on teachers' planning. All the staff feel that the leadership of the school is effective in improving teaching and learning.
- The headteacher's regular and effective monitoring of teaching has maintained its quality, despite the recent changes in staff.
- The headteacher ensures that the progress of all pupils is regularly and accurately checked. Senior leaders use this information to identify pupils whose progress is slower than expected. Support is provided to overcome any barriers to learning. Disabled pupils and those who have special educational needs are well supported and make similar progress to their peers.
- The curriculum is well planned to meet the requirements of the new National Curriculum and prepares pupils for life in modern Britain. The autumn term programme is available for parents on the school's website.
- There has been a strong focus on improving and reinforcing literacy skills over recent years. Pupils are given a good range of opportunities to develop their reading, writing and communication skills in literacy lessons.
- The spiritual, moral, social and cultural development of pupils is promoted exceptionally well. There are visits to places of worship, museums and art galleries to engage and enthuse the pupils. This contributes to pupils' positive attitudes to learning. The recent residential trip to Marle Hall by pupils in Year 6 enabled them to try challenging 'adventure' activities which promoted and developed their respect for and understanding of other pupils.
- The school has strong links with the church and local community. Parents are invited to attend the church services and other school events such as class assemblies. The school's participation in an international partnership project with schools in seven other countries called 'Good food, Feel well' has helped to give pupils much greater understanding and awareness of life in other countries.
- The school ensures that all pupils are given equal opportunities to learn and succeed. Pupil premium funding is used carefully to support the small number of disadvantaged pupils, enhance their learning and ensure that they take full advantage of the activities available in school.
- Primary school sport funding has been used to employ external coaches to lead physical education lessons, develop the skills of classroom teachers, provide extra equipment and allow the school to participate in inter-school competitive sports events. As a result, pupils benefit from a wider range of sporting experiences and opportunities such as football, gymnastics, netball and cross-country running.
- Subject leaders do not regularly check on the quality of teaching or provide guidance that would help staff improve their lessons. The leaders of literacy and mathematics have not carried out observations of teaching or had meetings with the governor with responsibility for their subjects. Other forms of monitoring are done with the headteacher, such as sampling pupils' work in books and progress data reviews.
- Parents are very supportive of the school. A very large majority of parents who completed the Parent View questionnaire were very positive about the work of the school and would recommend it.
- The school has had very limited support from the local authority during the past three years. A new school adviser was appointed in September 2014 and has made one visit this term. The governors have undertaken some training over the past few years that was provided by the local authority.

**■ The governance of the school:**

- The governing body is very effective because it keeps itself well informed about the school's performance and how it compares to other schools nationally. Governors have a good understanding of the school's strengths and weakness. As a result, they challenge leaders and are able to drive improvement. They have a good understanding of pupils' attainment and progress measures, the quality of teaching throughout the school and how this is evaluated. They take account of teachers' performance when making decisions about salary increases. Governors are rigorous in their oversight of the school's finances, especially the use and impact of additional government funding for disadvantaged pupils and the sports fund. They ensure that safeguarding procedures are rigorously applied in the school and that all statutory requirements are met.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils are well mannered, courteous and they work well with each other.
- All the staff promote helpful, considerate and caring relationships and, in response, pupils are respectful and polite towards each other and staff. Pupils are encouraged to reflect on how they treat others, and this leads to the harmonious atmosphere that is evident across the school.
- Pupils enjoy school and this is reflected in their positive attitudes to learning and their social interactions. Pupils say that most pupils' behaviour is good most of the time, and that lessons are rarely disrupted, except sometimes when the class has a different teacher. Records kept by the school show very few reported incidents of poor behaviour.
- On a few occasions, some pupils' behaviour in class fell short of the school's high expectations and these pupils were reprimanded for low-level disruptive behaviour. Others who found their task too difficult or less interesting lost concentration and so did not make as much progress as they could.
- Attendance is above average and has been so over the past three years. This is because the pupils like coming to school and enjoy their learning.

**Safety**

- The school's work to keep pupils safe and secure is good. Adults are fully checked before working in school. Effective and regular training ensure that the school's safeguarding procedures are robust. Safety audits, practices and risk assessments make sure that the activities children do are safe.
- All the parents who completed the Parent View questionnaire and those spoken to during the inspection felt that their child was safe and well cared for in school.
- The school helps pupils keep themselves safe through lessons on e-safety, visits from the Life Education van, cycle training and road safety.
- Pupils say they feel safe because there is no bullying or name-calling. The pupils in Year 6 have a good understanding of the different forms of bullying, but pupils in Year 4 were less sure. Pupils were confident that if they write a note and put it in the 'bubble-box', the staff will deal with their concerns.

**The quality of teaching is good**

- The school's assessment data, evaluations of teaching, and pupils' work, together with inspectors' direct observations of lessons, all provide evidence that teaching is consistently good. Although it was good at the last inspection, there have been staff changes and leaders have ensured that the good quality of teaching has been sustained.
- Teachers have strong subject knowledge and this enables them to teach interesting lessons. In a Year 5

literacy lesson, the teacher's input on the use of apostrophes for singular and plural nouns was done in such a clear, lively and exciting way that pupils made extremely good progress.

- The pupils respond well in lessons where the level of challenge offered to them makes them think carefully and work hard. However, in other lessons, the challenge for some pupils is not well matched to their level of understanding. This was the case in a mathematics lesson on addition and subtraction sums, where several pupils found the work too difficult because they did not have the skill to count on or back correctly using the 100 square that the teacher gave them as an aid.
- Teaching assistants are skilled and diligent, and make a significant contribution to the good progress of pupils in the school. They demonstrate a good understanding of the individual learning needs of the pupils they work with. Teaching assistants are well deployed, often to support disabled pupils, those who have special educational needs, and others for whom the school receives additional funding.
- Phonics (letters and the sounds they make) is mostly taught effectively and methodically. In a Year 1 lesson, pupils learned the 'ue' sound in words such as due and glue and could apply this skill when asked to write the sentence 'Sam argues with you.' The teacher then used the pupils' misspelling of 'you' for further practice. However, a group of pupils struggled when trying to learn the 'ue' sound because they could not remember or apply single letter sounds or blend them together with confidence. As a result, they made less progress than they should.
- Teachers' marking of pupils' work does not always give clear guidance to pupils to help them improve. Sometimes work is not marked by the teacher. Pupils are not routinely asked to correct or improve their work, which means that errors and misconceptions sometimes persist.

### **The achievement of pupils** is good

- From levels that are typical for their age on entry to school, the children in the Early Years Foundation Stage make good progress and so are well prepared for Key Stage 1, especially in their reading, language and literacy skills.
- Pupils' results in reading, writing and mathematics have remained at or above the national averages at the end of Key Stages 1 and 2 over the past three years. Progress in Key Stage 2 has been better in English than mathematics in the past, but progress in pupils' workbooks this year was good in both writing and mathematics.
- Pupils make good progress in learning letter sounds for early reading. The results of the Year 1 screening check in phonics show that, after a dip in 2013, results for 2014 returned to be just above the national average. A large majority of the pupils who did not reach the required standard in Year 1 made good progress in Year 2 to achieve the standard required.
- Pupils achieve well in reading in Key Stage 1 and Key Stage 2. In 2014, the proportion of Key Stage 2 pupils attaining the higher level in reading was well above average. Pupils develop their confidence, fluency and use of punctuation as they progress through the school, and so they are well prepared for their next stage of education.
- Attainment in writing is above average in Key Stage 1 and Key Stage 2. Progress during Key Stage 2 is good, as all Year 6 pupils in 2013 and 2014 made at least the progress expected of them.
- Disadvantaged pupils are a very small group in the school. There were too few disadvantaged pupils in Year 6 in 2013 to comment on their attainment without risk of identifying individuals. Throughout the school, the progress of disadvantaged pupils is just as good as their classmates.
- The small number of disabled pupils and those who have special educational needs make good progress because their specific learning needs are considered individually and appropriate support is provided.

- The most-able pupils make good progress during Key Stage 2 in reading, writing and mathematics. In 2014, several pupils attained Level 6 in mathematics and in spelling and grammar, which is the level expected for much older students.

### **The early years provision** is good

- Children start in the Reception class with skills and knowledge that are typical for their age. Children achieve well and, by the time they move into Year 1, most have a good level of development. The Early Learning Goals are achieved by most children across all areas of learning, and particularly in their language, communication and social skills.
- Children settle into the Reception class well because staff get to know them quickly and establish clear routines for learning and behaviour. As a result, behaviour is good and children get on well together.
- The children quickly respond to adults' requests to come together as a group, for example, or to clear up the work areas at the end of sessions. They listen politely to adults and to each other. Adults are vigilant in regard to safety; children are safe and secure during all activities. When working with branches in the wild area, the children were very careful about how they carried and used the branches when making beds for the 'Gruffalo'.
- Good leadership and management ensure that staff and resources are deployed well and help children to make good progress. Information about the children's attainment is used effectively to provide activities that interest and challenge them.
- Links with parents are strong. Parents are encouraged to involve themselves in their children's education and progress from the outset. They are appreciative of the time and effort staff put in to help their children feel happy and secure.

## 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>	125713
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	448564

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>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Yvonne Salter Wright
<b>Headteacher</b>	Angela Scull
<b>Date of previous school inspection</b>	13 May 2010
<b>Telephone number</b>	01926 852943
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