

St Augustine's Catholic Primary School

Inspection report

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| Unique Reference Number | 108022 |
| Local Authority | Leeds |
| Inspection number | 288001 |
| Inspection dates | 16–17 January 2008 |
| Reporting inspector | Ronald Cohen |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 423 |
| Appropriate authority | The governing body |
| Chair | Mr T Lyons |
| Headteacher | Mr M Teggart |
| Date of previous school inspection | 18 February 2002 |
| School address | St Wilfrid's Circus Leeds West Yorkshire LS8 3PF |
| Telephone number | 0113 2930350 |
| Fax number | 0113 2930655 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St Augustine's is an above average sized school in the city of Leeds. A high proportion of the pupils come from minority ethnic backgrounds. Increasing numbers of pupils are at the early stages of learning English as an additional language. The proportion of pupils eligible for free school meals is much higher than the national average. The proportion of pupils with learning difficulties and/or disabilities is above average, although the proportion with a statement of special educational need is low. An above average number of pupils join and leave the school other than at the usual times.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. Progress in Years 1 to 6 is satisfactory but does not fully build on the good progress made in the Foundation Stage. By Year 6, standards are well below average overall and could be higher. In 2007, they were close to average in English, but well below average in mathematics. Standards in science were very low. Current standards, however, show continuing improvement and indicate strongly that the school will meet its challenging targets for 2008. The school is achieving this success in the context of a rapidly increasing number of pupils who join at an early stage of learning English. These pupils also make satisfactory progress.

Factors that support the school's satisfactory improvement include a genuine feeling of teamwork amongst staff and the more rigorous use of assessment data to set individual learning targets that are shared with pupils. However, whilst the use of assessment is improving, it is not yet fully established throughout the school, so the level of challenge and pace in lessons is not always sufficiently well matched to pupils' learning needs. In addition, some marking is not as rigorous as it should be. As a result, pupils do not have a good understanding of how they are doing and, crucially, what they need to do to improve. Teaching is satisfactory. Some lessons are lively and put learning at the centre of activities. In such lessons, staff are clear about what pupils are expected to learn and plan activities to hold their interest and check their learning. However, there are inconsistencies. In some lessons there is too much direction by teachers so that pupils do not have to think for themselves. Consequently, opportunities are missed to develop their skills of independent learning.

Pupils' personal development and well-being are good, including their spiritual, moral, social and cultural development. They behave well and have positive attitudes to their work. These features also contribute to pupils' satisfactory progress.

The headteacher and the recently reorganised senior and middle management teams have begun implementing agreed and shared initiatives using the good and increasingly exciting curriculum to promote better progress and to make learning more meaningful. They are strongly supported by a knowledgeable governing body. Underpinning all of this is the friendly atmosphere in the school. Parents value highly the school's excellent caring ethos. They feel that it is, 'a friendly, well run school, with teachers who are approachable and who treat children as individuals'. The school has made satisfactory progress since the last inspection and has a satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage (Nursery and Reception) is good and children progress well. When children start school, their skills and understanding are far below expectations for children of that age, particularly in language and communication and personal, social and emotional development. Thorough starting arrangements ensure that each child's individual ability is quickly and carefully assessed, enabling the school to meet their different needs effectively. As a result children settle in quickly, are well versed in class routines and make good progress. Teaching and learning are good and all children are valued, cared for and supported. Strong relationships and constructive guidance provide a secure foundation for children's personal,

social and emotional development. They learn to share and take turns as they follow school routines.

Achievements are assessed systematically and thoroughly, which provides information for planning further challenges. This good provision ensures that by the time children start Year 1 some achieve the Early Learning Goals although standards are below average overall. Parents are encouraged to be active in their children's learning and, as a result, are well informed as to their progress. Provision is managed well and there is a smooth transition between Nursery and Reception.

What the school should do to improve further

- Raise standards and improve progress in English, mathematics and science throughout the school.
- Improve the quality of teaching to ensure that all pupils are given opportunities to think for themselves and develop the skills of independent learning.
- Make better use of marking, assessment and other data to identify and fully meet pupils' individual learning needs and to help them understand how to improve their work.
- Raise standards and improve progress in English, mathematics and science throughout the school.
- Improve the quality of teaching to ensure that all pupils are given opportunities to think for themselves and develop the skills of independent learning.
- Make better use of marking, assessment and other data to identify and fully meet pupils' individual learning needs and to help them understand how to improve their work.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In Years 1 to 6, individual year groups of pupils change radically, with many pupils joining the school, particularly from eastern European countries. Many of these pupils speak very little English which can restrict their progress, and this has an impact on overall standards at the end of Year 2 and Year 6.

From their very low starting points, pupils' achievement in reaching well below average standards by Year 6 is satisfactory. Their rate of progress, however, is uneven. Children make good progress in the Foundation Stage because teaching is lively and engages them. In Years 1 and 2, pupils' progress is satisfactory overall, although their progress in mathematics in 2007 was weaker than in 2006.

Pupils' achievement in Years 3 to 6 is satisfactory, although pupils make stronger progress in Years 5 and 6. After two years of declining results in national tests, 2006 saw a rise in standards at the end of Key Stage 2. However, these fell back in 2007 to well below average, particularly because of very low standards in science. There is now a better system to track the progress each pupil makes and identify where additional teaching and intervention will be most beneficial. As a result, pupils in Years 3 to 6 are making satisfactory progress and are on course to meet their targets, which are at levels considerably higher than those attained in 2007. Pupils with learning difficulties and/or disabilities achieve satisfactorily because they are involved and supported appropriately in lessons. Pupils of higher ability, however, do not always do as well

as they should because lessons are not consistently planned to meet their needs. Pupils at an early stage of learning English are making satisfactory progress. This is due to the good use of assistant teachers who speak the pupils' mother tongue.

Personal development and well-being

Grade: 2

Pupils' good personal development makes a significant contribution to their all-round development. They enjoy all that the school offers. From their earliest days in school, relationships are positive. Across the school, good moral and social development means that pupils' behaviour in and out of lessons is good. They develop self-confidence, are polite, courteous and work well in pairs and small groups.

Pupils improve their understanding of what constitutes a healthy lifestyle through a range of physical activities. A well established Breakfast Club offers breakfast for early starters and this has a significant impact upon their concentration. Older pupils enjoy the opportunities to attend residential visits, such as that to the Isle of Wight. These strengthen confidence and self-esteem and contribute much to their personal development. Pupils have good attitudes to work. Preparation for the workplace and later life is satisfactory.

School councillors enjoy the positive experience of working together for the benefit of the school community. Older pupils act as 'First Day Friends' and playground leaders, to help younger pupils settle in and to play group games at break-time. Attendance is average. However, a large proportion of term time holidays taken by a small number of pupils impacts upon the consistency and progression of learning of all pupils.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. However, teaching quality varies and this results in uneven learning. There are examples of good lessons, where teaching is most effective. Here, teachers' confident explanations make each learning step clear to pupils so they quickly understand. Moreover, teachers involve pupils in assessing their own learning. Support staff are used well and provide valuable assistance to pupils with particular learning needs. Consequently, pupils develop their understanding and skills at a good pace.

However, these good practices are not yet sufficiently widespread and, as a result, there are inconsistencies in teaching and learning within and across key stages. In less successful lessons, work is not precisely matched to pupils' needs and so learning slows. In these lessons, there are limited opportunities for pupils to assess their learning and to develop the skills of learning independently. Although teachers mark work regularly and celebrate pupils' successes, they do not always give enough guidance to help pupils improve their work. Similarly, teachers do not always check pupils' understanding well enough and progress is hampered.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and contributes effectively both to pupils' learning and their social and personal development. Pupils are taught about other cultures and beliefs through lessons, visits and visitors and this helps them prepare for life in a multicultural

society. French has been introduced successfully in Years 4, 5 and 6, further enhancing pupils' multilingual skills. Opportunities for enrichment activities are extensive and varied. Pupils appreciate the range of clubs available for them, for example, sport, music and Irish dancing. The curriculum is further enriched by educational visits to places such as Cannon Hall and Eureka. Clubs, including art, sport and information and communication technology (ICT) have been set up to meet pupils' specific needs. Provision for ICT is good. The linking of subjects to add interest and purpose to learning is being developed though is not yet fully implemented. The school has made good use of new accommodation to improve pupils' opportunities for outdoor play. Partnerships with local secondary schools contribute well to pupils' learning experiences and their personal development. The school organises pupils into classes of similar ability for English and mathematics lessons. This is effective in raising achievement, especially in Year 5 and Year 6.

Care, guidance and support

Grade: 2

Pastoral care is outstanding. Pupils trust their teachers and know they can approach adults in the school to help solve any problems. Those pupils experiencing difficulties with their behaviour or attendance are well supported and pupils feel safe and very well cared for. Pupils with learning difficulties and/or disabilities are well targeted through their individual education plans and intervention strategies. However, pupils of higher ability are not always sufficiently provided for.

Appropriate child protection requirements and health and safety procedures are in place. Vulnerable pupils are monitored and supported well. The school works well with a substantial range of outside agencies including the local authority, the health services and, in particular, the Catholic partnership.

Academic support and guidance are satisfactory. In some lessons, there is provision for pupils to take the initiative for their learning. However, the school is at an early stage of involving pupils with assessing their own learning and in guiding them how to improve through the consistent use of targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has created a stimulating learning environment in which staff work as a team to develop the talents of every child. His genuine care for everyone in the school has brought about effective improvements since the last inspection.

The senior leadership team speaks of a 'common sense of purpose', is highly supportive of the headteacher and committed to raising standards further. Systems for monitoring the quality of teaching and learning are satisfactory but there has not been sufficient analysis of the impact of teachers' work on pupils' learning. Self-evaluation is reasonably accurate. Recently refined procedures for checking pupils' progress have the potential to bring about earlier and more effective intervention but are not yet used effectively by all teachers to pinpoint where individual pupils may not be achieving as well as they should. Governors are very supportive and are ambitious for the future of the school. They have improved their understanding of the school's strengths and weaknesses and are confident in offering challenge as well as support.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 3 |

Achievement and standards

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| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Inspection of St Augustine's Catholic Primary School, Leeds, LS8 3PF

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to us about your school and your work. We agree with you, and your parents, that St Augustine's is a caring school, where you feel safe and happy. The school provides you with a satisfactory education. You behave well in lessons and like to concentrate on your work. You also enjoy and benefit from the range of opportunities the school provides in clubs and visits to interesting places.

By the end of Year 6, standards are well below average. We have seen from your work so far this year that they are improving, but they could be higher. We have asked the headteacher and all your teachers to make sure you make even better progress in every lesson so that more of you will reach the highest levels you can in your English, mathematics and science.

We have also asked the teachers to make sure that all your lessons give you opportunities to work in such a way that you learn things by getting really involved and doing things for yourselves.

The headteacher is keen to keep improving the school and, with the staff, knows what to do to make the school even better. They have lots of notes and details about how all of you are doing and we have asked them to use those details to plan work for you that will help you to achieve as well as you can. It might be a little hard at first, but it will be worth it in the long run.