

# St Augustine of Canterbury Catholic Primary School

Boscombe Crescent, Downend, Bristol BS16 6QR

<b>Inspection dates</b>	24–25 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has been central in bringing about the significant improvements since the previous inspection. He leads with a determination and belief that every pupil will succeed.
- The quality of teaching, learning and assessment has improved. Teachers' confidence is developing and they now prepare learning which excites and motivates pupils so that they want to learn.
- Pupils' progress has improved significantly. In most years groups, they are making good progress in reading, writing and mathematics.
- Gaps in pupils' learning because of poor teaching in the past are closing quickly because teaching is now so much better.
- The school's core values are a strong feature and are rooted in all aspects of its work.
- Leadership in the early years is good. Children settle in quickly, get off to a good start in learning and achieve well. This means that they are well prepared as they enter Year 1.
- Pupils' behaviour is good. The school is a calm and happy place where pupils want to learn. Pupils enjoy coming to school and attend regularly.
- Staff have a good understanding of their responsibility to keep pupils safe and do so effectively.
- Governance is effective. Governors are highly skilled, know the school well and hold the headteacher firmly to account.

### It is not yet an outstanding school because

- In some lessons, teachers do not challenge pupils to achieve the highest standards, especially the most able, in the quality of their writing.
- In mathematics, teachers do not check often enough to be sure that pupils have understood the key concepts being taught.
- Leaders do not check rigorously enough what teachers are doing to improve the outcomes of different groups of pupils, especially the most able.
- Subject leaders do not monitor well enough the quality of teaching and learning in their subjects.

## Full report

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

- Strengthen the effectiveness of leadership and management by ensuring that:
  - senior and middle leaders' monitoring of teaching and learning includes a clear focus on the outcomes of different groups of pupils, especially the most able
  - subject leaders have increased opportunity to monitor and develop the quality of teaching and learning in their subjects so they know what does or does not work well and why.
- Improve the quality of teaching and learning and raise achievement by ensuring that all teachers:
  - regularly check what pupils know and can do more precisely to be sure that pupils have understood key concepts in mathematics before moving on
  - provide greater challenge for pupils so that they make even better progress, especially the most able pupils, in writing.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has been the driving force behind the significant improvements to this school. His decisive actions in tackling poor teaching have resulted in rapid improvements in the progress pupils are making in their learning. He is uncompromising in his determination for this school to be the best. One parent summed up the changes of the school by saying, 'The change is huge under the leadership of the headteacher'.
- The headteacher is ably supported by staff who share his aspirations and determination to ensure that the school continues on its journey to outstanding. Staff questionnaires clearly show that he has their support. 'We are really proud of the school, working together for our children' was a typical comment made by staff.
- The good curriculum covers a wide range of subjects. Topics are linked to a book, for example, 'Beowulf' by Michael Morpurgo. The use of texts not only exposes pupils to a range of authors and instils them with a love of reading, but it also promotes their enjoyment and enthusiasm. School visits are well planned to enhance pupils' learning and experiences, for example, to the Natural History Museum and Slimbridge Wetlands.
- The school provides pupils with a wide range of enrichment activities which are well attended. Pupils talk eagerly about activities they attend which include construction, junk modelling and music clubs. Sports funding is effectively used to provide a range of additions including dance and gymnastics. Pupil premium funding is spent shrewdly to provide effective support to those pupils for whom it is designed. As a result, disadvantaged pupils are making good progress in all areas of their learning.
- Pupils' spiritual, moral, social and cultural development is woven through the curriculum and clearly reflects the school's core values which include curiosity, perseverance, respect, humility, courage, tolerance and honesty. These values underpin all the school does in encouraging pupils to become successful, now and as they grow into adults. Pupils have a good understanding of people from different countries, cultures and beliefs. Within school, pupils from a variety of backgrounds show respect for each other.
- The school works well to develop pupils' understanding of what it is like to live in modern Britain. It actively promotes democracy, respect and equality of opportunity through the core values. For example, pupils know and understand that everyone is different but all are equal.
- The school has received light-touch support from the local authority and diocese. Leaders have welcomed this support, which has helped them to improve quickly the education they provide for pupils.
- The school's capacity to further improve is good. The school's evaluation of its performance is accurate. Leaders, including governors, have a good understanding of the strengths and weaknesses of the school and are taking decisive action to tackle the weaknesses they have identified. However, leaders do not always check often enough the impact of their actions to ensure that pupils, especially groups of pupils such as the most able, are making the best possible progress.
- Subject leaders are quickly developing in their role of providing effective support and challenge to staff. They have a good understanding of the subjects they lead. They ensure that current progress information is accurate by closely scrutinising pupils' work. As yet, though, subject leaders have not had enough time to develop the quality of teaching, learning and assessment within their subjects and explore what generates the best learning.
- **The governance of the school**
  - Governors share the headteacher's drive and determination. They bring a wealth of skills and expertise to their work. They have a good understanding of how well the school is doing through regular school visits, talking to pupils, meeting with leaders and analysing data.
  - Governors do not shy away from their responsibilities and are quick to tackle the underperformance of any member of staff. They clearly understand how good teaching is rewarded and support the headteacher in tackling staff when their performance is not good enough.
  - Governors' meeting minutes reveal how they hold the headteacher firmly to account. They carefully track areas for development and the impact actions are having on the progress of pupils across the school. However, they do not focus enough on different groups of pupils' progress to check that they are making the very best progress, especially the most able.

- Governors ensure the financial stability of the school. They are aware that finances are tight and take swift and effective action to make sure that the provision for pupils is not compromised.
- The arrangements for safeguarding are effective. Staff receive high-quality training on all aspects of safeguarding so that a clear culture of safeguarding practice exists across the school. Checks on staff are thorough and record keeping is fastidious to ensure that the safety of pupils is never compromised. The school works effectively with outside agencies and is quick to take action if any concerns arise about the safety or welfare of a pupil. Staff and governors have a clear understanding of the need to protect pupils from all potential risks.

## Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has significantly improved since the last inspection because the headteacher has tackled any underperformance. Consequently, pupils have access to good teaching and learning across a wide range of subjects, which is reflected in their good behaviour and enthusiasm to learn.
- Teachers have good subject knowledge, which they use effectively to plan lessons which inspire and motivate pupils to deepen their knowledge and understanding; pupils are inquisitive and are excited about the topics they study.
- Teachers have very high expectations of pupils' behaviour and the quality of pupils' work. Lessons start without delay and learning time is not lost because pupils respond quickly to teachers.
- Relationships between staff and pupils are strong. Pupils have the confidence to ask questions and to offer their opinions.
- The few disadvantaged pupils are well known to staff. Teachers ensure that they plan activities carefully to meet their needs. This is resulting in these pupils achieving well and making good progress.
- Teaching assistants contribute effectively by providing helpful support and guidance for pupils who have special educational needs or disability. Pupils fully appreciate this support and comment that it is helping them to make better progress, especially in their reading and writing.
- Some teachers do not consistently check pupils' understanding of key concepts and ideas during mathematics lessons. This results in incorrect work in books, and teaching moving on too quickly before pupils have fully understood the work covered. Consequently, pupils make slower progress as they have been unable to consolidate prior learning.
- Teachers typically provide feedback to pupils on their work in line with the school's policy. Pupils describe how the feedback they receive helps them to understand more clearly what they know and can do and how they can improve their work further. However, some books indicate that some pupils do not always use the feedback to improve their work.
- Teachers do not consistently challenge pupils enough in their writing to enable them to make the best possible progress, especially the most able pupils. Activities planned by teachers do not always encourage pupils to write for a range of purposes and audiences in sufficient depth.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- As a result of improved teaching, pupils have developed more keenness to learn, which is reflected in their good behaviour and their regular attendance.
- The school cares extremely well for pupils. A wide range of support is available should pupils need it. The school works effectively with outside agencies to maintain pupils' safety and well-being and to ensure that they receive good-quality care, guidance and support.
- The policies and procedures for keeping pupils safe are robust. Staff are well trained to ensure that the safety of pupils is paramount and that they are kept safe from harm.
- The school actively encourages pupils to stay fit and healthy. Pupils are able to make informed choices about healthy eating and keeping themselves physically fit. For example, they are able to select their food from a range of healthy choices at lunchtime from the café-style lunch bar.

- Pupils learn to keep safe through a range of experiences that are appropriate to their age and stage of development. For example, older pupils have a good understanding of how to keep themselves safe when using electronic communications such as the internet and mobile phones. Parents also welcome the guidance they receive to keep their children safe; they appreciated a recent parents evening with a focus on e-safety.

### **Behaviour**

- The behaviour of pupils is good. Pupils of all ages show that they have a good understanding of what acceptable behaviour is. They are aware of the boundaries set by staff. They clearly understand the consequences if their behaviour does not meet the school's high expectations.
- Staff are positive role models so that pupils are highly respectful of staff and of each other. Pupils are polite, well mannered and caring towards one another. They are helpful and support those pupils who have identified behavioural needs. As a result, incidents of bullying are extremely rare and pupils describe how they are quickly dealt with when they happen.
- During playtimes and lunchtimes, pupils mix well and play happily together. Younger pupils appreciate the support of older pupils through the buddy system. This ensures that playtimes and lunchtimes are a positive and good social experience for pupils. This was exemplified during the inspection when a pupil asked an inspector if they would like to join them for lunch, demonstrating the caring and nurturing ethos of the school.
- On rare occasions, there is low-level disruption when pupils are not excited or motivated to concentrate. This results in pupils' rates of progress slowing and they do not achieve as well as they should.

### **Outcomes for pupils**

**are good**

- The progress pupils make across the school has improved significantly as a result of the good teaching they receive.
- The percentage of pupils meeting the required standard for the phonics screening check continues to improve and outcomes are now above the national average. For pupils currently in Year 1, their progress is strong because the teaching of phonics (the sounds that letters represent) is consistently good. Well-planned and specific intervention for any pupils falling behind is resulting in them catching up quickly. Strong outcomes and progress are set to be replicated in 2016.
- In 2014, there was a dip in performance at the end of key stage 1. This has been successfully tackled and outcomes in 2015 were at least in line with national averages and were well above in reading. Attainment for boys is also improving and current performance information and work in books confirm that the gender gap is now quickly closing and boys and girls are making good progress.
- Published data in 2015 showed that progress at key stage 2 was not good enough. For current pupils, better teaching is now resulting in pupils making good progress in reading, writing and mathematics, in almost all year groups. For example, pupils now experience high-quality texts in their English lessons. As a result, pupils are becoming increasingly proficient in their understanding of grammar, punctuation and the use of ambitious vocabulary in their writing.
- However, some older pupils have suffered from a legacy of weak teaching and have had to work hard to catch up to where they should be. This has been successful in all subjects, especially in reading and mathematics. However, pupils, especially the most able, still have more work to do to strengthen their writing, for example by writing for a range of purposes, in greater depth, and with more precise vocabulary.
- Historically, progress for pupils who have special educational needs or disability has not been good enough. Leaders in the school have made sure that provision is well organised and meets pupils' different needs. They are now taught more often with the rest of their class. There is now better access to whole-class teaching, and along with the additional, precisely planned interventions, these pupils are now making good progress.
- The number of disadvantaged pupils currently in the school is small. As they have individual mentoring sessions, their performance is tracked closely and any gaps in learning are filled in quickly. These pupils

are doing well and making good progress from their respective starting points and in line with their peers in reading, writing and mathematics.

- The most able pupils are making strong progress in reading, writing and mathematics. However, as yet, teachers are not identifying ways to sufficiently challenge these pupils so that they make the very best possible progress, especially in their writing.

## Early years provision

is good

- Leadership and management of the early years are good. The early years leader has a good understanding of what the children can and cannot do. She carefully analyses assessment information to check how well children are doing. She uses this information to check that children are acquiring the necessary skills to make good progress across all areas of learning. For example, the leader is aware of the gender gap between girls and boys when they arrive in school, so she carefully plans activities to motivate and engage boys. Current information shows that the gap between girls and boys is closing quickly.
- Children join the Reception class with knowledge and skills just below those typical for their age. As a result of good teaching, they make good progress. However, there are on occasions missed opportunities for learning, for example in children's language development. Nevertheless, by the time they leave the early years, the proportion of children achieving a good level of development is above the national average and is rising. This means they are well prepared to move into Year 1.
- Disadvantaged children and those who have special educational needs or disability are well supported and achieve well. This is as a result of good teaching and the organisation of activities which effectively meet their needs.
- Behaviour in the early years is good. Staff have high expectations of behaviour which are consistently applied both in and outside of the classroom. Children quickly develop good relationships with staff and each other. They work and play happily together.
- Relationships between children and staff are strong. This enable children to feel safe and secure in a nurturing environment, allowing them to enjoy their early experiences of school. Consequently, they quickly develop good learning behaviours.
- The safety of children is good. Staff receive relevant and high-quality training in all aspects of keeping children safe. This includes paediatric first-aid training. They carefully monitor children and are confident in the actions they would take if any concerns about a child's safety were raised.
- Parents are positive about the start their children have in school. They are appreciative of the transition arrangements which help their child to settle quickly, described by one parent as being 'fabulous'. They welcome the good level of communication between home and school, allowing them to effectively support their children with their learning.

## School details

<b>Unique reference number</b>	109268
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10012349

This inspection 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>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Myra Conway
<b>Headteacher</b>	Julian Clements
<b>Telephone number</b>	01454 866690
<b>Website</b>	<a href="http://www.staugustinedownend.org.uk">www.staugustinedownend.org.uk</a>
<b>Email address</b>	<a href="mailto:office@staugustinesprimary.org.uk">office@staugustinesprimary.org.uk</a>
<b>Date of previous inspection</b>	3–4 June 2014

## Information about this school

- St Augustine of Canterbury is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds. The proportion of disadvantaged pupils eligible for pupil premium funding is below average. This is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below the national average.
- Pupils in the early years are taught in one Reception class and attend full time.
- The school has a breakfast and after-school club that is managed by the governing body.
- The school met the government's current floor standards in 2015, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school meets requirements for the publication of specified information on its website.

## Information about this inspection

- Inspectors observed lessons or part lessons, some of which were joint observations with the headteacher. Inspectors also observed an assembly.
- Meetings were held with the headteacher, staff, governors and a representative from the local authority. A telephone conversation took place with a representative from the diocese. Inspectors took into consideration the responses in questionnaires completed by 15 members of staff.
- A wide range of documentation was scrutinised during the inspection, including the school's evaluation of its own performance, the school development plan, and data relating to pupils' attainment and progress. Inspectors also checked the effectiveness of the school's safeguarding arrangements.
- Inspectors talked with groups of pupils to seek their views about the school. The views of other pupils were gathered during lessons, playtimes and lunchtimes. Inspectors listened to pupils read. The 122 responses to Ofsted's online survey, Parent View, were taken into account. Inspectors considered comments provided by text message. They also spoke to parents informally at the start of the day.

## Inspection team

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Her Majesty's Inspector

Her Majesty's Inspector

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