

Inspection of a good school: St Augustine's Catholic Primary School

Heathcote Street, Radford, Coventry, West Midlands CV6 3BL

Inspection dates: 3 and 4 July 2023

Outcome

St Augustine's Catholic Primary School continues to be a good school.

What is it like to attend this school?

St Augustine's Catholic Primary School is a friendly, inclusive school. Pupils come from diverse backgrounds and faiths, and all are welcomed. Leaders, staff, governors and members of the multi-academy company want the very best for every pupil. Pupils enjoy school and live up to leaders' expectations.

Leaders and staff know the pupils and their families well. There is always an adult to talk to if pupils have a worry. Pupils spoken to say that the teachers are the best thing about school because 'they are always kind'.

Pupils behave well in lessons. They look out for one another in the playground, where pupils of all ages mix happily together.

Pupils enjoy trips linked to their learning. For example, pupils in Year 6 have recently visited the old Coventry Cathedral to enrich their learning about the Coventry Blitz. Younger pupils visit their local area to find out more about where they live.

All pupils can take on roles in school. For example, they can apply to be in the eco or liturgy teams. Pupils can also be elected to positions such as school councillor.

What does the school do well and what does it need to do better?

Leaders at St Augustine's understand the importance of reading. Events in school such as the Christmas 'book calendar' and author visits encourage pupils to love books and stories. From Nursery, children learn the listening skills they will need as they begin learning to read. As children move into Reception, they enjoy daily phonics lessons. They practise reading using books matched to the sounds they are learning. Teachers regularly check on reading progress, and extra support is put in place if needed. However, there are some small inconsistencies in how the phonics programme is delivered. This means that the rate at which some pupils become fluent and confident readers is slowed.

Leaders have developed an ambitious curriculum for pupils from the early years to Year 6. They have identified the important knowledge they want pupils to learn. This includes learning about the local area. For example, pupils visit the nearby Roman fort and learn about Coventry's role in the history of transport.

Leaders have thought carefully about how the curriculum prepares pupils for the next stages of their education. For example, in mathematics, children in the early years delight in talking about pictures they have made using different shapes. They correctly use mathematical vocabulary such as 'triangle' and 'hexagon'. Pupils in Year 6 use their more sophisticated knowledge of properties of shape in 'Year 7 transition lessons', which they thoroughly enjoy. However, in a few subjects, some activities do not always help pupils to remember the important knowledge over time. This means that, on occasion, they confuse facts or have gaps in their understanding.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). Appropriate support is provided for these pupils so that they are able to follow the same curriculum as their classmates. Some pupils benefit from a highly personalised approach to learning. They are supported by skilled staff and, as a result, make good progress through the curriculum.

Pupils learn about different cultures. For example, pupils in Year 4 learn about major figures from the Windrush generation. Pupils also raise money for charity and take part in local events. For instance, the eco-group recently took part in a litter-picking day at the local canal basin. These experiences help to prepare pupils for life in modern Britain.

Pupils are polite and respectful to each other and to their teachers. They listen carefully in lessons and follow instructions quickly. Pupils enjoy the different activities organised for them at lunchtime, such as sports on the multi-surface area. There is also a range of clubs on offer, which are open to all. From choir to gymnastics, there are clubs for pupils to develop their talents and interests.

Staff feel well supported by leaders, governors and the multi-academy company. They know that their well-being is considered, and staff welcome being included in making decisions about changes. Members of the local governing board visit the school regularly. As a result, they know the school well and have a clear view of its strengths and next steps for further development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training so that they are alert to any signs that pupils might be at risk of harm. Staff know and follow the agreed processes for reporting any concerns. Leaders follow these up promptly. Leaders work with external agencies to secure more specialist support for pupils and families where needed. They are not afraid to challenge decisions when they feel they have not been made in the best interests of their pupils.

Leaders ensure that pupils are taught how to keep themselves safe. For example, pupils learn not to share personal information online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, leaders' intended approach to the teaching of phonics is not followed closely enough. This leads to some inconsistencies in the way that the phonics programme is delivered and slows down the rate at which some pupils become fluent and confident readers. Leaders should ensure that all staff consistently use the school's approach to teaching phonics and receive support, if necessary, to be confident in teaching the intended phonics programme.
- In a few subjects, leaders' intentions for the curriculum are not yet implemented consistently, and some teachers do not select learning activities that enable pupils to learn and remember the most important knowledge. This means that pupils sometimes develop gaps in their learning. Leaders should ensure that they continue with their curriculum improvements and checks so that the curriculum is implemented consistently well in all subjects and learning activities help pupils to know more and remember more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, St Augustine's Catholic Primary School, to be good in June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	147343
Local authority	Coventry
Inspection number	10294666
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	Board of trustees
Chair of trust	John Teahan
Headteacher	Vivien McDonald
Website	www.sta.hccmac.co.uk
Date of previous inspection	29 June 2016

Information about this school

- The headteacher has changed since the school was last inspected. The current headteacher was appointed in April 2022.
- The school is part of the Holy Cross Catholic Multi Academy Company.
- The most recent section 48 inspection of the school's religious character took place in March 2022.
- The school manages a before-school provision. After-school care is provided by an external provider.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans where they were available, visited a sample of lessons,

spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also listened to pupils read to a familiar adult.

- The inspector held meetings with the headteacher, other senior leaders and the special educational needs coordinator.
- The inspector held meetings with the chair and representatives of the local governing body, representatives from the multi-academy company and the diocese.
- The inspector observed pupils' behaviour during lessons, around the school and at lunchtime. The inspector spoke to pupils about pupils' behaviour.
- To evaluate safeguarding, the inspector met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- The inspector considered responses to Ofsted Parent View, including free-text responses. The inspector also took account of responses to Ofsted's staff and pupil surveys.
- The inspector talked to parents and families at the school gate.

Inspection team

Rachel Henrick, lead inspector

His Majesty's Inspector

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