

# St Augustine's C of E Primary School

## Inspection report

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<b>Unique reference number</b>	126009
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	381169
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	Chris Grove

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Adams
<b>Headteacher</b>	Caroline Tilney
<b>Date of previous school inspection</b>	3 July 2007
<b>School address</b>	Vicarage Lane Scaynes Hill Haywards Heath RH17 7PB
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## Introduction

Inspection team

Chris Grove

Additional inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons taught by four teachers. Meetings were held with groups of pupils, members of the school's staff and the Chair of the Governing Body. There were no responses to the online questionnaire (Parent View) of which the inspector could take account in planning the inspection. The inspector observed the school's work, and looked at analyses of pupils' attainment and progress, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. The inspector analysed inspection questionnaires returned by 50 parents and carers, as well as those completed by 39 pupils and 14 members of the school staff.

## Information about the school

St Augustine's C of E Primary is smaller than the average-sized primary school. Most pupils are White British, and others come from a mixture of other ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who are disabled or have special educational needs, principally specific learning difficulties, is above average. The school has gained several accreditations, including the Sportsmark Gold and the Activemark awards, and has Healthy School status. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Following the departure at short notice of the previous headteacher, there has been an extended period of interim leadership by two part-time externally appointed acting headteachers. In summer 2011, governors made an internal appointment to the role of assistant headteacher on an acting basis. The present headteacher took up the post in January 2012.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

### Key findings

- This is a satisfactory school. Members of staff have preserved the positive ethos during an unsettled period. The new headteacher has accurately identified those areas in teaching and leadership and management that have reduced the school's previously good overall effectiveness. In so doing, she has quickly gained the support of staff and governors, and has already begun to set in train necessary improvements to address identified weaknesses.
- In the Reception Year, children get off to a satisfactory start in their learning. The school's tracking information shows that pupils' current attainment across the school is broadly average in reading, writing and mathematics, indicating expected progress.
- The quality of teaching is at least satisfactory, and sometimes better. However, teachers' expectations for pupils' achievement are not consistently high. The tasks for pupils are not always well matched to their prior attainment and different needs. Target setting and marking do not consistently help pupils to the extent that they should, and this slows their progress.
- Pupils behave well and are courteous to others. In lessons, they are attentive and cooperative, engaging well with teachers and applying themselves diligently to their tasks. They feel very safe and supported. They say that cases of bullying are few, and are effectively handled. Their attendance is above average, and is rising.
- Staff and governors share the headteacher's ambitious vision for the school. Essential management systems, including safeguarding and performance management, have been overhauled to improve their effectiveness. The curriculum ensures that most pupils' needs are adequately met. Although some management roles have a positive impact on pupils' learning, subject leaders have not been as involved in monitoring and self-evaluation activities as they should be. Given the improvements to teaching that the new leadership has already made, and continued good behaviour and above average attendance, the school's capacity to improve is clearly evident.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate pupils' progress through raising the proportion of good and better teaching by:
  - ensuring that all teachers set consistently higher expectations of what pupils should achieve
  - making sure that all groups of pupils are challenged by well-matched tasks to make good progress in their learning
  - ensuring that lessons are consistently well paced, and that teachers make good use of time.
  
- Sharpen the impact of guidance for pupils about how to improve their work in reading, writing and mathematics by:
  - setting more focused targets so that teachers indicate more precisely to pupils the improvements necessary to reach higher levels of attainment
  - making sure that feedback from marking has a greater impact, so that pupils develop a clearer understanding of the next steps in their learning.
  
- Clarify the roles of subject leaders, and develop their leadership skills, to enable them to have a greater impact upon improving the quality of teaching and learning.

## Main report

### Achievement of pupils

On entry to the school, children's attainment is variable, but is typically as expected for their age. In recent times, children have made satisfactory progress in the Reception Year and met the expectations for this age group when they enter Year 1. They enjoy the many practical activities available, for example learning to count accurately using 'Numicon' equipment, or working with their teacher using flashcards to practise and extend their knowledge and understanding of phonics (linking sounds to letters).

School data show that in Years 1 and 2, pupils continue to make satisfactory progress to reach broadly average attainment in reading, writing and mathematics by the end of Year 2. In an effective lesson, a group of pupils in Years 1 and 2 progressed well as they read the same book together. They responded enthusiastically to the teacher's animated approach, the praise for their achievements, and good opportunities to confirm their understanding of their reading. More hesitant readers applied their knowledge of phonics to good effect to correctly sound out unfamiliar words, for example 'found' and 'everything', and showed good comprehension of their current reading. Disabled pupils and those with special educational needs make the same satisfactory progress as others because they are given appropriate additional support.

In past years, pupils' attainment by the end of Year 6 has mostly been above average, especially in English. Current school data indicate that in Years 3 to 6, attainment in mathematics and English, including reading, is broadly average. The

progress of all groups of pupils, including disabled pupils and those with special educational needs, is presently satisfactory. However, in some lessons, progress is better. In a well-paced English lesson about play scripts, pupils in Years 5 and 6 were interested to explore important features of a video excerpt, and to discuss the criteria for a successful script before undertaking their writing task. Pupils in Years 3 and 4 showed good understanding of the use of similes, and in addition, those in Year 4 accepted the challenge to make accurate use of the apostrophe, prior to planning a descriptive writing task.

Most parents and carers feel that their children make good progress. Inspection evidence shows that pupils' progress across the school is satisfactory rather than better, because it is not consistent.

### **Quality of teaching**

The school's positive ethos is reflected in the very good relationships between adults and pupils. Teachers' high expectations about pupils' behaviour and their moral and social development mean that there is rarely a need to manage pupils' conduct and attentiveness in lessons. As a result, pupils' readiness to learn is good, though a few of the youngest children are still developing good skills in listening. Expectations about high achievement and good rates of progress for pupils are, however, less consistently set.

The best teaching includes a well-judged match of tasks to the different prior attainment of pupils in the mixed-age classes. However, the match of tasks is not always well-enough planned in all lessons or classes to ensure appropriate levels of challenge for all groups of pupils. Where teaching is less effective, the pace of learning is not consistently good. Furthermore, teachers do not always use time sufficiently well to ensure that pupils are as productive as they could be. Teaching assistants contribute well to pupils' learning. Those who are assigned to disabled pupils and those with special educational needs offer them good support. Other assistants provide focused support for particular groups of pupils. However, during whole-class work with teachers, assistants do not always have a clear role, and this limits their effectiveness.

The use of target setting and marking to raise achievement is not consistently effective enough to ensure good progress. Target-setting arrangements in writing and mathematics have limited impact because they do not sufficiently help pupils towards higher levels of attainment. In addition, pupils are not always regularly assessed on progress towards their targets. Teachers' marking of work in English offers praise and involves the correction of errors, but only occasionally indicates the next steps in their learning. Some marking in mathematics consists mostly of ticking work. As a result of limited feedback, pupils' questionnaire responses show that they are not always clear how well they are doing at school.

Most parents and carers consider that teaching is good. Inspection evidence shows that, although some is good, it is typically satisfactory because it does not lead to consistently good progress across the school.

### **Behaviour and safety of pupils**

Pupils behave well, and are attentive and responsive in lessons and in assembly because teachers communicate high expectations about conduct. As a result, pupils apply themselves well to their tasks. Their good behaviour is well supported by the school's calm and supportive ethos. In the playground, pupils also behave well towards others, and enjoy using the school's climbing apparatus and play equipment. The great majority say that they are safe at school and confident to talk to adults if ever they feel unsafe. They show good insights into the risks, posed by strangers, for example, or by cyber bullying through inappropriate email use. Pupils say that discussions arising from the treatment of themes and values, for example the present focus on respect for others in assemblies, help them to feel safe.

Almost all respondents to the parents' and carers' survey agreed that their children feel safe in school, and very few disagreed. The great majority judge that the standard of behaviour at the school is good, although a small minority believe that lessons can be disrupted by bad behaviour. In observations in lessons and around the school, the inspector saw no evidence of poor conduct. A discussion with a representative group of pupils indicated that most behaviour is good. Pupils reported an occasional instance of poorly controlled anger, to which the school responded appropriately, but there was no indication that such behaviour is widespread or typical.

The school has no recorded cases of racist incidents in recent years, and a low level of reported bullying. In the surveys of pupils, and of parents and carers, most felt that the school deals well with all types of bullying. The attendance of all pupils, including those who may be vulnerable, is above average and has risen because of effective leadership action.

## **Leadership and management**

Responses to the staff questionnaire attest clearly to past difficulties, especially following the departure of the previous headteacher. Completed questionnaires by some parents and carers record the positive corporate response of staff in managing the situation during a period of instability and change. The new headteacher has rapidly gained their confidence, and that of governors. She has accurately evaluated systems and outcomes, and taken immediate action to address any evident weaknesses and reverse the decline in the school's effectiveness since the last inspection. This has ensured that essential arrangements, including safeguarding and performance management, now function more effectively, and that tracking evidence provides a clear overview of pupils' attainment and progress. In so doing, she has been well supported by the acting assistant headteacher and other members of staff.

The effectiveness of strategic planning is clear testimony to leaders' ambitious vision. Following early observations of teaching, and thorough review, the headteacher has identified and implemented important improvements, such as clearer learning intentions that are shared with pupils. The well-detailed and thorough planning for lessons in the Early Years Foundation Stage is evidence of another successful focus for improvement. As part of an advanced professional qualification, the mathematics leader has revamped, and is about to implement, much improved target-setting arrangements in that subject to address identified weaknesses. There is some

effective middle leadership. For example, the special educational needs coordinator has a positive impact in promoting equality of opportunity. However, the role of subject leaders in English and mathematics does not have enough impact in raising achievement because their involvement in self-evaluation activities is insufficient. The headteacher has ensured that members of the governing body are now fully informed of current strengths and weaknesses. Governors' well-judged actions in making effective appointments at senior leadership level have already borne fruit.

Pupils' good behaviour, readiness to learn, and above average and rising attendance, attest to the effective impact of leaders during an unsettled time for the school and are indicative of its clear capacity to improve. Leaders have ensured that safeguarding arrangements meet all statutory requirements. In addition, clear improvements to teaching by the new leadership are beginning to increase the school's effectiveness through accelerated progress in some lessons, although inconsistencies still remain and there has not been time for this to affect pupils' attainment.

The school's curriculum is broad and balanced, ensuring that pupils' needs are met. For instance, recent topic work in Years 5 and 6 has stimulated pupils' reflection on global warming through studying aspects of science and geography, and offered a real context for factual and imaginative writing. Pupils' study of the Second World War included a visit to London to experience the Churchill War Rooms, imaginative opportunities to make Anderson shelters to meet specified design criteria, and further opportunities for written work. Through a local link with Zambia, pupils gain practical and spiritual insights into life in the third world. There are strengths in sports provision and in artwork, as can be seen from the attractive displays. The school is participating in 'Face Britain' in which pupils produce self-portraits for inclusion in a national project. These activities support their cultural development well.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 February 2012

Dear Pupils

**Inspection of St Augustine's CofE Primary School, Scaynes Hill RH17 7PB**

Thanks to all of you for your help during the inspection. I enjoyed seeing you in your classrooms, talking to you at break times and lunchtimes, and hearing some of you read. I particularly thank those of you who filled in the pupils' questionnaire and those who came for a discussion with me. The inspection judgement is that you go to a satisfactory school.

These are the main things that I found out about your school.

- You have very good relationships with teachers and other adults.
- Your behaviour at school is good; you listen well and work well with others.
- You feel very safe in school.
- Your attendance is above average.
- The teaching and the curriculum in your school are satisfactory.
- The headteacher and the other leaders know what to do to continue to improve your school.
- A majority of your parents and carers would recommend the school to others.
- Your attainment in English and mathematics by the end of Year 6 is broadly average, and your progress across the school is satisfactory.

I have asked the headteacher and the governing body to make the school even better by doing three things.

- Make sure that you make better progress by ensuring that teachers always expect more of you, set you work that is suitably challenging and keep you interested through working more quickly.
- Help you to understand more about what you can do to improve your reading, writing and mathematics work through better target setting and marking.
- Decide more clearly what the leaders of English and mathematics are expected to do, and help them to do an even better job in improving the school.

You can help by continuing to work hard so that the school can improve even more. We wish you every success in the future.

Yours sincerely

Chris Grove  
Lead inspector

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