

St Augustine's CofE Primary School

Inspection report

Unique Reference Number	105490
Local Authority	Manchester
Inspection number	355783
Inspection dates	3–4 March 2011
Reporting inspector	Clifford Walker

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Mr David Winston
Headteacher	Ms Catherine Potter
Date of previous school inspection	16 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed eight teachers and held meetings with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work and looked at a range of evidence, including improvement plans, pupils' work, school records of pupils' attainment and progress, behaviour logs and other paperwork. The inspectors also analysed 76 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment of White British boys in English, especially writing, and attainment of girls in mathematics to determine whether standards are improving rapidly and are now average.
- The quality of teaching to determine whether it is now good.
- Whether the level of attendance has improved and is now average
- The impact of distributed leadership and management on raising attainment in English and mathematics and improving the quality of teaching.

Information about the school

St Augustine's is smaller than the average-sized primary school. It is located about three miles from the centre of Manchester. The percentage of pupils known to be eligible for free school meals is high. The proportion of pupils from minority-ethnic groups is above average. The proportion of pupils joining the school after Reception or leaving before the end of Year 6 is high, and many who enter during Key Stage 2 are at an early stage of learning English as an additional language. The percentage of pupils with special educational needs and/or disabilities is high.

The school has Healthy Schools status, the Activemark, Artsmark - silver, Eco School Award – silver, and Singing School Award - platinum.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has many strengths, which includes its outstanding engagement with parents and carers. Pupils enjoy school and make good progress, especially in mathematics. From a starting point on entry to Reception that is generally well below expectations for their age, pupils' attainment is broadly average by the time they leave Year 6.

Pupils develop well as young people. They thrive and learn well because the school is well led and managed, with a focus on ensuring good quality teaching and a good curriculum. Similarly, there is a strong focus on caring for and supporting pupils, especially the more vulnerable. The school prepares pupils effectively for transfer to secondary school. While the quality of teaching is good and enables pupils to achieve well pupils do not always have enough opportunities for learning independently, and some marking of their work does not sufficiently help them to improve.

The headteacher, senior leadership team and the governing body share a clear vision for school improvement. Leaders and managers evaluate accurately how successfully the school is meeting the needs of pupils. They know what has to be done to effect rapid improvement and act decisively to bring this about. This can be seen in the school's good progress in securing improvement since its last inspection. It has developed the role of subject leaders to enable them to manage their areas of responsibility well, supporting teachers professionally and improving the quality of provision. This has resulted in higher levels of challenge and better learning for all pupils. Pupils' achievement has improved. Attainment has risen and differences between the attainment of boys and girls have reduced; girls have caught up with boys in mathematics and boys are catching up with girls in English, especially writing. Attendance has improved and is now average, although the learning of a very small minority of pupils still suffers because they miss too much school. The school has yet to develop fully its work on community cohesion so that pupils' understanding of the wider community matches that which they have about their local and school communities. Overall, however, the good improvements that have occurred since the school's last inspection reflect that it has good capacity for sustained improvement

What does the school need to do to improve further?

- Raise achievement further by:
 - ensuring that teaching provides enough opportunities for pupils to develop independent learning skills
 - improving marking so that it consistently informs all pupils about how well they are doing and what they need to do to improve their work.

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- Improve attendance further so that no pupils miss too many opportunities to learn by helping a small minority of families to better understand how absence can adversely affect their children's learning and progress.
- Improve pupil's understanding of wider communities in the world by building on the existing strengths and extending its work on community cohesion.

Outcomes for individuals and groups of pupils**2**

Pupils make good progress in lessons throughout the school. They engage eagerly with the learning opportunities provided in all subjects and work hard. They take care over their work and present it well. They discuss actively and seriously and are imaginative and creative. However, their independent learning skills are not as well developed as they could be because opportunities to develop these skills in lessons are limited. Pupils at an early stage of learning English as an additional language make good progress because of the good support they receive. For example, individuals were seen making good progress in developing listening skills and skills in writing and punctuating English, as a result of good quality one-to-one support. However, some pupils who join the school late in Key Stage 2 do not always have enough time to benefit from the school's good provision and enable them to catch up with their peers before they leave for secondary school. Pupils with special educational needs and/or disabilities make progress in line with everyone else in the school. As a result of some of the specialist one-to-one interventions provided to boost their attainment in reading and mathematics, some make outstanding progress.

Pupils say that they feel safe and know who to call on if they need to, which they report is rare. Bullying and racist incidents are infrequent. When pupils do report such incidents, their teachers act promptly and effectively. Pupils conduct themselves well in lessons and around the school. They are polite and respectful to each other, staff and visitors. Behaviour routines are well understood and those who occasionally stray beyond the high expectations set respond quickly and positively. All pupils, including the more vulnerable, have a good understanding of how to stay safe and healthy. The breakfast club is very well attended and provides a good start to the day. Pupils enjoy the healthy breakfasts and lunches provided and readily consume fruit and milk at break time. Physical exercise is undertaken enthusiastically and enjoyably. Pupils take on many roles of responsibility, from milk monitors to helping issue certificates in Friday achievement assemblies. All groups of pupils are provided with these opportunities and they cherish their roles. The school council is active and a voice to which the school listens, for example, the pupils contributed to the planning of the outdoor learning area. Pupils achieve broadly average basic skills of literacy, numeracy and information and communication technology. Attendance is average and much improved since the last inspection. Pupils' spiritual, moral, social and cultural development is good and is a strong characteristic of this inclusive school. Pupils possess a secure understanding of the community in which they live and a strong understanding of right and wrong. Their understanding of communities beyond their local neighbourhood is less well developed. They engage well in sporting and creative activities and proudly display their work around the school.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All the teaching observed was at least satisfactory and most of it was good. Teachers set pupils challenging work and tailor it well to match the needs of different groups. They use a good range of teaching styles. For example, in a Year 4 lesson, some lower-attaining pupils were given the task of designing, building and flying kites, which was then used to provide them with an exciting experience that they could write about. While teachers make lessons interesting, overall pupils are not given enough opportunities to make decisions about their own learning to help them develop their independence and self-reliance.

Teachers assess pupils' attainment and progress accurately and use this information well in planning lessons, in-class support and specialist interventions. However, when marking work they do not consistently inform pupils how well they are doing and precisely what they need to do in order to improve their work. Where teachers do provide pupils with clear guidance on what to do next, they do not always follow this up and check whether or not pupils have done what they suggested the next time they mark pupils' work.

The curriculum is appropriately balanced and meets pupils' needs well. Strong emphasis is placed on literacy and numeracy with a good diet of other subjects that provides broad learning experiences. The high take up of the wide range of extra-curricular activities enriches pupils' learning.

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Learning and pupils' well-being are promoted well because the pupils receive high levels of care from the moment they arrive. All staff have the best interests of the pupils at heart. Arrangements for care, guidance and support are well organised and make a good contribution to pupils' learning and personal development. The school's hard work to improve attendance and punctuality has met with good success. Its work continues to focus on the families of the very small minority of pupils who do not always make the progress of which they are capable because they miss too much school. Pupils are confident and feel ready to move on to their secondary schools, although they say that they feel sad about leaving their 'Big family'.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher have a very clear vision for the school. They are passionately committed to the principle that all pupils, whatever the barriers to their learning, are capable of doing as well as children anywhere and must be given every opportunity to achieve their potential. Staff share this vision and commitment. Middle leaders are skilled and becoming increasingly effective. They are monitoring standards and helping teachers to improve pupils' learning effectively. Improving the quality of teaching is a constant focus for the school's leadership. The headteacher is an acute judge of how well lessons and specialist support are moving learning forward. Pupils' attainment and progress are assessed regularly and critically. Potential underachievement is identified early so that pupils can be supported and enabled to catch up rather than fall behind.

The governing body has a large core of skilled and dedicated members. They meet all statutory requirements. Governors support the school well but they also hold its senior leadership to account effectively. They make a positive contribution to improving what the school achieves for its pupils, for example, in monitoring attendance.

The school's engagement with parents and carers is the outstanding aspect of its work and has helped improve pupils' achievement. As well as being very helpful to working families, the school's free breakfast club provides pupils with a good start to the day. The heavily subsidised after-school clubs enrich pupils' learning and enjoyment. The provision of adult education classes, such as those focused on the social and emotional aspects of learning have helped parents and carers understand how to support their children's learning and development. The school listens to parents and carers and responds positively to their suggestions, for example, about improving the playground and toilets. Other partnerships make a good contribution to pupils' achievement. For example, volunteers from the Manchester Business School visit to help pupils improve their reading.

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The school also works well with a nearby academy to provide specialist teaching for pupils in Years 5 and 6, improve its teachers' own professional development and help the academy to develop a thematic curriculum in Key Stage 3.

The school is committed to achieving the best for all. It promotes equality of opportunity well and tackles discrimination by teaching pupils about their rights and responsibilities and helping them to value differences and to respect people from different backgrounds. Pupils and parents are unanimous in saying that the school keeps them safe. The designated child protection coordinators are passionate about safeguarding pupils and have effective links with the relevant outside agencies. The site is secure. The staff recruitment record is exemplary.

The school has a good understanding of its religious, socio-economic and cultural context partly through staff living in the local area, but also because it listens to its community. It has worked hard to prepare its pupils to live, work and thrive with people from different backgrounds and to extend cohesion into the immediate community. However, it has not extended its work fully to include sufficient opportunities for pupils to develop a good understanding of communities in the wider world. The school deploys resources well and achieves good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children generally enter the Early Years Foundation Stage with knowledge and skills that are well below those expected for their age and make good progress. They are helped to develop and learn well because the adults have a secure knowledge of the requirements and guidance, which is used to good effect.

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The environment is safe, secure and bright, helping the children to feel secure and to progress well. The outdoor area is large and has high-quality features for children to explore and learn, both from the activities they choose for themselves and those directed by an adult.

Planning is of good quality. The learning opportunities are sufficiently challenging to enable the children to make good progress in all areas of learning. Although outdoor provision is good, there is scope to increase the range of literacy and numeracy opportunities in this context. Relationships between children and adults are good and promote an atmosphere of enjoyment and growth.

Good leadership and management of the setting promote the children's welfare, learning and development well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers were extremely positive in their praise of what the school does, both in their responses to the questionnaire and discussion with inspectors. They particularly feel that the school understands them. In the words of one parent, 'they're doing brilliant' and another said, 'I rate this school very highly.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Augustine's CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	68	24	32	0	0	0	0
The school keeps my child safe	52	68	24	32	0	0	0	0
My school informs me about my child's progress	50	66	26	34	0	0	0	0
My child is making enough progress at this school	51	67	24	32	0	0	0	0
The teaching is good at this school	51	67	23	30	0	0	0	0
The school helps me to support my child's learning	41	54	35	46	0	0	0	0
The school helps my child to have a healthy lifestyle	39	51	36	47	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	59	30	39	0	0	0	0
The school meets my child's particular needs	46	61	30	39	0	0	0	0
The school deals effectively with unacceptable behaviour	41	54	32	42	2	3	0	0
The school takes account of my suggestions and concerns	39	51	37	49	0	0	0	0
The school is led and managed effectively	46	61	29	38	1	1	0	0
Overall, I am happy with my child's experience at this school	51	67	24	32	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



7 March 2011

Dear Pupils

Inspection of St Augustine's CofE Primary School, Manchester, M40 8PL

Thank you for being so friendly, courteous and welcoming to us during our recent inspection of your school. We enjoyed observing your hard work and listening to your views about the school.

The inspectors judge that your school is good and that:

- you enjoy school and make good progress, especially in mathematics.
- you develop well as good citizens
- you thrive and make good progress in your learning because the school is well led and managed and the teaching is good
- the school has made good progress since it was last inspected. Leaders and managers now know much more about how to make things better for you
- it has improved your attendance, helped you reach higher standards in your work and reduced differences in achievement between boys and girls
- the school is very caring and supports you well and you are well prepared for transfer to secondary school
- the school works outstandingly well with your families.

We have asked your school to:

- help you learn and enjoy your work even more by teaching you to work more independently and ensuring that you always know how well you are doing and what you need to do to improve
- improve attendance further so that none of you miss too many opportunities to learn
- help you understand more about different world communities

Yours sincerely

Cliff Walker

Lead inspector

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