

# St Augustine's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105947
<b>Local Authority</b>	Salford
<b>Inspection number</b>	363703
<b>Inspection dates</b>	20–21 April 2011
<b>Reporting inspector</b>	Andrew Clark

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ros Walker
<b>Headteacher</b>	Mrs Clare Campbell
<b>Date of previous school inspection</b>	13 February 2008
<b>School address</b>	380 Bolton Road Pendlebury, Swinton Manchester, Lancashire M27 8UX
<b>Telephone number</b>	0161 7944083
<b>Fax number</b>	0161 9211887
<b>Email address</b>	staugustines.ceprimaryschool@salford.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed nine teachers. The inspectors held meetings with members of the governing body, the staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 107 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

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

- The progress pupils of all abilities make throughout the school, particularly in writing.
- The levels of pupils' attendance and their punctuality.
- The contribution all leaders and managers make to school improvement.

## Information about the school

The school is larger than the average-sized primary school. The majority of pupils are from White British heritage. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or disabilities is average. The school has achieved Healthy Schools status, Artsmark Gold, Eco Green Flag award and Activemark. The school has a breakfast and after-school club on site. It is managed by a private provider and was not included in this inspection.

The headteacher was appointed to the school after the last inspection.

**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. Pupils of all abilities, including those with special educational needs and/or disabilities progress well as a result of good teaching and an outstanding curriculum. The good care, guidance and support the school provides ensure that pupils, including the most vulnerable, are well prepared for learning. The clear-sighted and enthusiastic leadership of the headteacher, with good support from senior staff and middle leaders, ensures that systems to monitor and evaluate the school's work are effective and self-evaluation is accurate. The governing body is well informed and provides challenge and support to the school. The excellent partnership with parents and carers contributes well to school improvement. Pupils' welfare is central to all the school's work and safeguarding is good. The outcomes for pupils and the quality of provision have improved well since the last inspection and, as a result, the school has a good capacity to continue to improve.

The school is successful in helping all pupils, particularly those in vulnerable circumstances, make good progress and reach challenging targets. Overall, pupils succeed well and leave Year 6 with attainment which is average. Standards are above average in reading. Pupils are friendly and considerate towards each other and their behaviour is excellent. They develop a good understanding of how to stay safe from harm and have an outstanding knowledge of how to live healthily and make a strong commitment to sport and exercise. Pupils make a good contribution to the community through, for example, their involvement in the school council, Eco-United team and links with the church.

The quality of teaching and learning is good overall. It ranges from satisfactory to outstanding. In the best lessons teachers expect pupils to work many things out for themselves. Teachers make good use of information and communication technology (ICT) and innovative links between subjects to motivate and engage pupils. Teachers use marking and feedback well but occasionally miss opportunities to help pupils improve their own work, especially their writing. The lively and imaginative curriculum leads to many examples of high quality work in subjects such as art, design and technology, and history. Good procedures to identify and support potentially vulnerable pupils and ensure everyone's safety contribute to the good care, guidance and support. 'The headteacher and her staff are hardworking, welcoming and approachable. The school has a wonderful warm atmosphere with inviting displays and a fun-packed playground,' is typical of parents' and carers' views.

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

- Bring the quality of teaching and use of assessment more consistently to that of the best in order to hasten pupils' progress and hence raise their attainment further by:

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- - using marking and feedback more effectively to improve pupils' basic skills, especially in their written work
- - expecting pupils to be more independent in thinking things through and finding out for themselves.

## Outcomes for individuals and groups of pupils

2

Pupils of all abilities take pride in their work. They rise to teachers' high expectations, particularly in response to the sometimes outstanding teaching. They enjoy learning and are keen to achieve well because they have clear targets to aim for. Pupils make good use of 'learning walls', vocabulary pyramids and number resources to enliven their own work.

Children start the Early Years Foundation Stage with skills, which are below those typically expected for their age. By the end of Year 6, pupils' attainment in English and mathematics is average overall. There is a positive trend of improvement in national tests and assessments since the last inspection. Progress in English and mathematics is good overall at both key stages. Standards in reading are above average because knowledge of letters and the sounds they make are particularly well taught and supported by many opportunities for pupils to practice them. As a result, pupils are prepared well for their future learning. Very occasionally the progress a few pupils make is more limited, especially in writing. Pupils with special educational needs and/or disabilities make good progress towards challenging targets because learning programmes are closely matched to their needs. The more-able pupils and those with a gift or a talent also largely make good progress as a result of the rich curriculum. Very occasionally, pupils are not encouraged to think enough for themselves and this limits the fastest progress being consistently made.

Pupils of all abilities have an excellent understanding of how to live healthily. This aspect of their personal development is promoted extremely well through very well-planned science, personal, social and health education and their work towards gaining an enhanced healthy schools award. This is reflected, for example, in the pupils' excellent understanding of the importance of keeping free from the dangers of substance abuse. Pupils' attendance and punctuality have improved well since the last inspection and contribute to their progress and attainment. Pupils have a good voice in school improvement through their involvement in planning aspects of the curriculum and the management of enterprise activities in developing the school playground and gardens. The strong links with the church and local community contribute well to their deepening spiritual and moral development. Pupils' awareness of issues facing those from different cultural and social backgrounds is limited but is improving through increasing first-hand links with other schools.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Detailed lesson plans contribute to the needs of different groups of pupils being met well. Teachers and teaching assistants work closely together to ensure pupils of all abilities make good progress. Teaching is sometimes outstanding in both key stages. In these lessons, teachers challenge pupils to think deeply and solve problems and investigations by carefully targeting their questions. Expectations are high and pupils strive hard to meet them. Most lessons are brought to life through the use of ICT, role play, competitions and games. Very occasionally, teachers over-direct pupils and do not allow them to work things out for themselves. Good quality marking and feedback generally help pupils improve their own work by providing precise, challenging targets and ensuring they take steps to meet them. Occasionally, guidance is too vague and not always followed up.

Imaginative themes and visits make learning exciting and stimulating. The school makes particularly excellent use of the local environment and the school's own attractive and well-planned grounds for in-depth studies in art, geography, history and science. This is reflected in the many displays of high-quality work by pupils throughout school. Literacy and numeracy is strongly and systematically promoted through other subjects, although occasionally, not enough attention is given to ensuring basic skills, especially spelling and handwriting, are as good as they could be. This affects the fluency of pupils' writing, for example. The school takes a leading role in creative partnerships with schools and universities to contribute to learning and personal development through many subjects.

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Pupils have excellent opportunities to learn another language and participate in musical events. Parents and carers make an excellent contribution to pupils' learning through the use of the school's website and homework projects.

The school has good procedures to support pupils who are potentially vulnerable due to their circumstances. Enthusiastic and knowledgeable staff maintain detailed records of pupils' personal development and academic progress ensuring that their needs are met well. These have been further developed following staff changes and new systems are becoming fully embedded. This work is successful in breaking down significant barriers to learning. The school provides a very good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders and managers have ambition and passion for the school, which are transmitted to colleagues very effectively. The school does not stand still. The headteacher provides decisive leadership and has empowered all senior and middle leaders to take increasing responsibility for improving standards. Very good systems for tracking pupils' progress are used to check that individuals make the progress of which they are capable. Rigorous monitoring systems ensure good improvements to the quality of teaching and learning. However, the school recognises the need to further embed best practice to iron out the few remaining inconsistencies in the quality of teaching and boost learning and progress still further. Staff morale is high. 'I am proud to be a member of staff at St Augustine's and feel very valued by the headteacher,' is typical of their views.

Adults work together well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. Basic skills are developing well and, as a result, the equality of opportunity is good. Robust policies and the effective use of modern technologies contribute to good procedures for safeguarding.

The headteacher and the team have a thorough understanding of the needs of the local community. They forge excellent links with parents and carers who have very positive views of the school and improvements that have been made since the last inspection. The school is a cohesive community, whose members get on well together. It plays an integral role in local events, particularly through its links with the local parish church, including historical projects and holding special celebrations. It has firm plans in place to develop wider links and is now putting these into practice. Hence, the promotion of community cohesion is good overall. The governing body is well led by an enthusiastic and

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knowledgeable chair and vice-chair. There are good procedures which enable all members of the governing body, many of whom are new to their roles, to play an effective role in monitoring, supporting and challenging the school. For example, staff comment that 'the role played by our governing body has increased dramatically in the last few years and they are a very valued part of the school team'. There are good procedures to ensure that resources are deployed well to meet agreed priorities and financial management is very good. In particular, the headteacher, supported by the governing body, has been very successful in obtaining additional funding which has significantly improved the school environment both indoors and out. As a result, the school gives good value for money overall.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children start school with skills which are generally below those typical for their age. They are particularly low for communication and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, attainment is only slightly below in all areas of learning. There is a good trend of improving standards. There are effective induction systems to support children and to quickly settle them in to the Nursery class. Excellent links with parents and carers contribute to the smooth start children make. These support the good progress children make in aspects of their communication, personal and social development. Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good. There are fun and imaginative programmes to help children make progress in early reading and writing. There is a good balance between adult-led activities and those that children can choose for themselves, both indoors and out, which contributes well to all areas of learning. There has been a significant improvement to the quality of resources and use of outdoors since the last inspection. The activities children



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choose for themselves are imaginative and provide challenge to children of different ability. Children make particularly good use of a wide range of ICT resources to develop basic skills and learn more about the world around them. The new Early Years Foundation Stage leader and the staff know the strengths and weaknesses of provision and are taking increasingly effective steps to monitor provision and its impact on outcomes. As a result, the Early Years Foundation Stage has a good capacity to continue to improve.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Almost a half of parents and carers responded to the questionnaire. This is higher than the level of return from most schools. The vast majority of parents and carers are wholly positive about the work of the school. They feel that their children enjoy school, make good progress and that the school is led and managed well. The views of the parents and carers are reflected in the findings of the inspection because all aspects of its work are at least good and some are outstanding.

## 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	57	44	41	2	2	0	0
The school keeps my child safe	65	61	41	38	1	1	0	0
My school informs me about my child's progress	62	58	40	37	4	4	0	0
My child is making enough progress at this school	60	56	40	37	7	7	0	0
The teaching is good at this school	63	59	40	37	2	2	0	0
The school helps me to support my child's learning	54	50	47	44	0	0	0	0
The school helps my child to have a healthy lifestyle	54	50	50	47	3	3	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)	49	46	55	51	0	0	0	0
The school meets my child's particular needs	52	49	50	47	2	2	1	1
The school deals effectively with unacceptable behaviour	41	38	53	50	6	6	2	2
The school takes account of my suggestions and concerns	43	40	58	54	2	2	0	0
The school is led and managed effectively	62	58	38	36	5	5	0	0
Overall, I am happy with my child's experience at this school	66	62	35	33	4	4	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 April 2011

Dear Pupils

**Inspection of St Augustine's CofE Primary School, Manchester M27 8UX**

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons, assemblies and at playtime.

These are some of the things we found out about your school.

- You go to a good school and standards are average.
- You enjoy your lessons and make good progress overall.
- Very occasionally some of you could make even more progress, especially in writing.
- Your behaviour is outstanding and you take very good care of each other.
- You have an excellent understanding of how to keep healthy and do very well in many different sporting activities and competitions.
- The quality of teaching is good and the curriculum is outstanding. This is evident in the attractive displays of your work in art and many other subjects.
- The headteacher, the staff and the governing body run the school well.

To help your school become even better, I have asked your headteacher and the governing body to:

- help you make the best progress you can, especially in writing by:
- making sure all lessons help you think for yourselves
- always giving you the advice you need to improve your work so that your spelling, handwriting and other skills are as good as they can be.

You can all help by making sure that all your work is the best it can be and continuing to enjoy school.

Yours sincerely

Andrew Clark

Lead inspector

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