

# St Augustine's CofE (Voluntary Aided) Junior School

## Inspection report

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<b>Unique reference number</b>	110853
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	378191
<b>Inspection dates</b>	1–2 February 2012
<b>Lead inspector</b>	Andrew Saunders

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>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Thurston
<b>Headteacher</b>	Stephen Cox
<b>Date of previous school inspection</b>	10 October 2008
<b>School address</b>	Palmerston Road Peterborough PE2 9DH
<b>Telephone number</b>	01733 563566
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<b>Email address</b>	office@st-augustines.peterborough.sch.uk

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<b>Age group</b>	7-11
<b>Inspection date(s)</b>	1–2 February 2012
<b>Inspection number</b>	378191



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## Introduction

Inspection team

Andrew Saunders

Additional inspector

Mary-Jane Edwards

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons or parts of lessons taught by eight teachers, including sessions to support disabled pupils and those with special educational needs, or those who speak English as an additional language. Observations of teaching and learning totalled 5 hours and 40 minutes. Inspectors held meetings with school leaders, groups of pupils, teachers and members of the governing body. They spoke to parents and carers informally. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at: the school's systems to track the progress of pupils, records of monitoring of the quality of teaching, minutes from meetings, reports from the local authority, and the school's improvement plans. Inspectors analysed the 83 inspection questionnaires completed by parents and carers.

## Information about the school

This is a smaller than the average-sized school of its type, situated in an urban area. The proportion of pupils known to be eligible for free school meals is above average. The majority of pupils are White British, although the proportion from a range of minority ethnic heritages is increasing and is now average. The proportion of pupils who speak English as an additional language has risen and is now average. A very few of these pupils are at the early stages of learning to speak English. The proportion of disabled pupils and those who have special educational needs is above average. These pupils include those with a wide range of learning needs, including behaviour, emotional and social difficulties. In 2011 the school met the current government floor standard for primary school, which sets the minimum expectations for attainment and progress. There has been some turbulence in staffing for some classes. Among other awards, the school has achieved the Healthy School award, the Artsmark and were the first school in East Anglia to achieve the Green Flag award.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>4</b>

## Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

- The overall effectiveness of St Augustine's is inadequate. The issues raised at the last inspection have not been addressed sufficiently. The school has failed to improve pupils' progress and raise their attainment, most notably in writing. Improvements in reading and mathematics are fragile and are not sufficient to accelerate pupils' progress and raise their attainment.
- Pupils' achievement is inadequate; this is because the learning and progress of groups of pupils in writing, including boys and those who have special educational needs, are inadequate.
- Strategies to support pupils who are not making expected progress are not monitored closely enough. Nor are data on their progress analysed to ensure strategies are effective. Consequently, the gap between these pupils and their peers is not closing, particularly in writing.
- Much of the teaching is inadequate because it is focused on pupils completing tasks rather than making progress. Pupils are often confused about what they are meant to be learning in lessons and as a result, they do not make enough progress.
- The use of assessment during lessons is improving. Teachers check on the progress of more-able pupils to ensure they have challenging work and make progress. Teachers do not check the progress of those supported by other adults well enough. Teaching assistants' support for disabled pupils and those who have special educational needs is often ineffective because tasks are too

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closely directed by the adults and pupils do not develop an ability to work on their own.

- Behaviour is satisfactory and pupils attend regularly. They get on with one another and often enjoy the topics they are studying. They become restless when they are unclear about what they are expected to learn.
- The school provides good opportunities for pupils to think about moral, social and cultural issues, as well as to reflect on spiritual matters. This provision is a stronger aspect of the school's work.
- Leaders and managers do not ensure pupils make the progress they should. They have not secured teaching that is effective enough to ensure consistent learning. The management of performance is not sufficiently focused on the areas which need to improve.

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

- Increase the rate of progress and raise attainment, particularly in writing, and especially that of boys and all pupils who find learning difficult by January 2013, by:
  - ensuring pupils are helped to respond to feedback about their work
  - increasing pupils' independence in learning and determination to consistently meet their targets.
- Improve the majority of teaching to good or better by January 2013, by:
  - ensuring each session has a sharply focused objective that moves the learning of all groups of pupils forward
  - ensuring that teachers check on the progress of all groups of pupils, particularly the less able, including those supported by teaching assistants
  - ensuring that the approach to teaching of phonics (linking letters to sounds) is consistent across the school.
- Strengthen the capacity of leadership and management at all levels, including governance, by:
  - rapidly improving the use of data at all levels across the school, so that incisive analysis of the progress of groups of pupils is used to ensure that support strategies for pupils are effective.

## **Main report**

### **Achievement of pupils**

Pupils' achievement is inadequate. Significant groups of pupils, including those with

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lower ability and those with special educational needs, do not make enough progress. Attainment in writing has remained below average since the previous inspection. Although results in national tests at the end of Year 6 rose in 2010 in English, they returned to previous, below-average levels, in 2011. In mathematics, the majority of pupils make satisfactory progress from their starting points. Recent initiatives are helping to improve basic skills in numeracy. However, improvements are fragile and are not sufficiently established to increase the rate of progress and raise attainment.

Pupils' progress in reading is satisfactory and their attainment in reading is broadly average by the time pupils leave the school. However, it is showing little sign of improvement and the teaching of how to link letters and sounds (phonics) is not consistent across the school. Progress is too variable across year groups to raise pupils' attainment. Work in books, and during lessons, as well as the school's own assessment data show that progress in writing is inadequate by the end of Year 6. This is particularly the case for boys and for pupils whose starting points are below those expected for their age. These pupils find it difficult to develop their skills in, for example, their use of punctuation or in different styles of writing because they are too reliant on teachers. Pupils are not sufficiently determined to meet their targets and lack the skills and confidence to work independently.

During lessons observed, including sessions led by teaching assistants, disabled pupils and those who have special educational needs were too dependent on the adults. Their work, and that of pupils who are less able, is too often poorly focused because they are expected to do or to think about too many things at the same time. Teachers do not always keep track of the progress of pupils who are supported by teaching assistants. The work of these pupils is too often directed by the adult, intent on making sure these pupils get the task done, without ensuring the pupils have progressed in their learning. Consequently, these pupils make inadequate progress and are not closing the gap with their peers. Appropriate support for those who speak English as an additional language means that they make satisfactory progress in learning English.

Parents and carers expressed positive views about the achievement of their children, although a few commented that they felt their child was not making enough progress, because of turbulence in staffing and disruptions to learning through poor behaviour. Inspection evidence indicates that low-level disruption does disturb some lessons, although systems to deal with such behaviour are being implemented increasingly consistently.

**Quality of teaching**

The teaching is inadequate because it has failed to bring about rapid progress so that pupils make up ground. The teaching in too many lessons is inadequate, particularly in writing, and there is not enough good teaching to increase the rate of pupils' progress in reading and mathematics. In the lessons where better teaching was observed during the inspection, teachers used a range of strategies to enable

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pupils to discuss their views or try out their skills. However, input at the start and end of many lessons was dominated by the teacher's talk and pupils had too little time to practise their skills. Much of the questioning by teachers requires pupils to retrieve information but does not encourage them to explore ideas or extend their knowledge.

Teachers are now using a common curricular framework to plan lessons which expects tasks to be adapted for pupils of different abilities. This works well for more-able pupils, and teachers ensure that these pupils are confident enough to move on to more challenging work once they understand what they are doing. Pupils who are not as confident in their learning are often confused by the large number of things they are expected to focus on and this approach restricts their progress.

A further, recent strategy used by staff has been to ensure that pupils respond to the comments teachers make in exercise books. Teachers mark pupils' work frequently and include praise and positive comments. However, not all the comments help the pupils to move forward because they are not well focused on the most appropriate targets for that pupil, and because pupils do not always respond to the comments. Target setting includes analysis of each pupil's performance and discussion with them; pupils increasingly participate in deciding whether they have achieved their targets. However, expectations are not always high enough. For example, the presentation of work and targets are not sufficiently challenging; nor are they revisited often enough to be effective in moving pupils forward rapidly.

Teaching about the spiritual, moral, social and cultural aspects of life is a strength of the school and has a positive impact on the pupils' understanding. The topics chosen for pupils to study are enriched through visits or 'wow' days and mean that pupils usually enjoy the work that they do. Pupils particularly enjoy thinking about the meaning of pieces of art, and produce thoughtful pieces themselves. This good practice helped the school achieve the Artsmark award.

Almost all parents and carers commented that teachers were approachable over concerns, and held positive views about the teaching overall. Inspection evidence does not endorse these views because of the inadequate impact of teaching on pupils' progress and achievement.

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

During lessons observed, the behaviour of pupils was satisfactory. Pupils commented that this is usually the case, but that occasionally a few pupils find it more difficult to comply with the expectations of the school. Inspection evidence indicates satisfactory behaviour is typical over time. Almost all pupils say that they feel safe and enjoy school. School leaders have introduced new systems to manage behaviour and these are effective when they are consistently implemented; most pupils respond quickly when reminded. Pupils indicated that they feel behaviour has improved since the new systems were introduced. They know about different types of bullying and know that, although bullying might happen on occasions, it will be dealt with as soon as

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they talk to an adult. In lessons, when teachers take too long explaining what pupils have to do, or the focus of the learning is unclear, pupils become restless. Scrutiny of work in a wide range of pupils' books shows that pupils are not always helped to always take pride in producing high-quality work or to strive to do their best. Pupils feel that they have good opportunities to contribute to the school by, for example, helping improve the dinner menu, organising competitions and participating in major performances. The work of pupils and staff towards making the school an environmentally-friendly community has been recognised through the Green Flag award, which the school has achieved four times. Pupils enjoy opportunities to work in teams, such as when researching and developing a message about healthy eating to perform in assembly. Attendance has improved steadily and is above average.

### **Leadership and management**

Leadership and management are inadequate because they have been ineffective in bringing about essential improvements since the previous inspection and the key issues have not been adequately addressed. Strategies to improve pupils' writing have not been effective. In reading and mathematics improvements are fragile and have not increased progress sufficiently to raise attainment. The analysis of available performance data has been too optimistic and, until recently, did not clearly identify groups of pupils who are not making sufficient progress.

Middle leaders have recently had training to help them monitor teaching in their subjects; such developments are at an early stage and have not yet brought about significant improvements. Consequently teaching remains inconsistent. In particular, the effectiveness of strategies intended to support disabled pupils and those who have special educational needs has not been carefully evaluated and the progress of these pupils has faltered.

Developments to ensure a broad and balanced curriculum for more-able pupils are effective. However, the curriculum is not sufficiently well adapted for pupils with special educational needs and is inadequate. Leaders, including the governing body, ensure that arrangements for safeguarding are met and that staff are appropriately trained in ensuring pupils' safety. Leaders and managers take seriously their responsibilities to promote equality and ensure there is no discrimination in terms of pupils' ethnic heritage. They are not as effective in ensuring that all groups of pupils achieve as well as others. The members of the governing body are developing their confidence in understanding the progress data and in asking more probing questions about the performance of pupils. However, they have not held school leaders to account for the lack of progress of some pupils or for the absence of improvements since the previous inspection. The focus on developing the ethos of the school, alongside opportunities for art work, performances and celebrations of a range of festivals means that provision for pupils' spiritual, moral, social and cultural development is given a high priority.



## 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.**



3 February 2012

Dear Pupils

**Inspection of St Augustine's CofE (Voluntary Aided) Junior School,  
Peterborough, PE2 9DH**

Thank you for making us welcome when we inspected your school. We enjoyed seeing the work you were doing and listening to what you think about your school. We were impressed with how polite you are, and how well you get along with one another. You told us you feel safe, and that you can talk to an adult if you feel worried. You enjoy the topics you learn about and your attendance is above average.

There are some important things to improve quickly so that you can do as well as you should in your work, especially in your writing. Not all the areas for improvement from the last inspection have been tackled effectively and we have judged the school requires 'special measures'. This means that the school needs some support so that your achievement can be improved more rapidly. Inspectors will visit St Augustine's regularly to check how well the school is doing.

We have asked the school to improve the following areas.

- We want you to make faster progress so that you reach higher standards in your writing, especially the boys and those of you who find learning more difficult.
- We have asked the school to improve the quality of teaching by ensuring teachers give you a clearer idea of exactly what you need to learn during each session, and by checking that you have made the progress you should.
- We have asked leaders in the school to look closely at the information they have about how well you are doing, so that they notice quickly if some of you are falling behind and make sure that you get more effective support to catch up.

Most of you behave well; those of you who find it more difficult usually respond when the teacher reminds you. You can all help improve your learning by making sure you all behave well and try to do your work for yourself as much as possible.

Yours sincerely

Andrew Saunders  
Lead inspector

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