

St Augustine's Catholic Primary School

Inspection report

Unique Reference Number	131071
Local Authority	Surrey
Inspection number	381299
Inspection dates	10–11 November 2011
Reporting inspector	Jane Chesterfield

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Mr Mirek Gliniecki
Headteacher	Carmel Smith
Date of previous school inspection	23–24 April 2007
School address	Tomlinscote Way Camberley Surrey GU16 8PY
Telephone number	01276 709099
Fax number	01276 709098
Email address	info@staugustine.surrey.sch.uk

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Introduction

This inspection was carried out by four additional inspectors. They observed 20 lessons, taught by 15 teachers or sports coaches. They held meetings with pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at the school's policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the governing body minutes. Questionnaires completed by staff, pupils, and 194 parents and carers were analysed.

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

- The impact of strategies to improve progress in mathematics at Key Stage 2.
- The improvement in the quality of marking and target setting since the previous inspection.
- The impact of the monitoring of teaching in improving outcomes for pupils.

Information about the school

St Augustine's Catholic Primary is an above-average-sized school serving a suburban area of Surrey. The proportion of pupils known to be eligible for free school meals is low compared with the national picture. About a quarter of pupils come from minority ethnic groups, and a fifth speak English as an additional language. These figures are in line with the national averages. The proportion of pupils with special educational needs and/or disabilities is below the national average, as is the proportion with a statement of special educational needs. These needs relate mainly to moderate learning difficulties or speech and language difficulties. Early Years Foundation Stage provision is offered in the school's Reception classes. After-school childcare provision is managed by a private provider and subject to a separate inspection. The school has gained Healthy Schools status.

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?

1

The school's capacity for sustained improvement

1

Main findings

St Augustine's Catholic Primary is an outstanding school where pupils get an excellent start to their education. Their achievement is outstanding and they reach high standards throughout the school. They enjoy coming to school very much, and this is evident from their high attendance. Parents and carers are very pleased with what the school offers their children. One parent commented, 'This is a lovely school where my children have been really happy. It is very caring and every child is important.' Another said, 'The teachers work hard and make the learning fun, which has helped my child to blossom.'

Excellent pastoral care and partnerships with outside professionals mean that pupils feel exceptionally safe at school and know that staff will help them if they have a problem. Their behaviour is excellent throughout the school, and their spiritual, moral, social and cultural development is outstanding. Pupils have an excellent understanding of how to live a healthy lifestyle, particularly through participation in sport, and this is reflected in the Healthy Schools award. Relationships are excellent, and pupils are very supportive of one another, playing an outstanding role in the life of the school community. The extensive work done by the peer mediators is a good example of this. Pupils greatly enjoy their lessons and the many outstanding opportunities offered to them through the curriculum. This was confirmed in discussions with pupils and in their responses to the inspection questionnaire.

Pupils learn well and make good progress, because they are well taught and benefit from an outstanding curriculum. Excellent planning across the curriculum enables pupils to apply their skills and knowledge to exciting, stimulating and challenging work. The school has been very active in raising attainment and improving progress since the previous inspection. Standards in science have been raised through a focus on lively, practical opportunities for experimentation and discovery. A determined drive on making literacy appealing for boys, through carefully chosen topics, resources and activities, has meant that boys now outperform girls in writing, though both genders reach high levels. The school makes excellent use of specialist teaching through its outstanding partnerships. This is especially evident in its provision for physical education, music and modern foreign languages, where pupils are given the challenge to achieve beyond expectations for their age.

Teaching is mostly good throughout the school, with some examples of outstanding practice at both key stages. There has been good improvement in the quality of marking and target setting since the previous inspection, thanks to a focused

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approach to the systematic assessment of pupils' progress, and there is excellent practice in some classes. However, this is not consistent across the school, and a number of pupils responding to the inspection questionnaire felt that they did not know how well they were doing at school.

The headteacher and senior leaders have been very successful in moving the school forward since the previous inspection. The considerable strengths evident at that time have been maintained and built upon, and other areas have been strengthened and improved. The key to this success has been the emphasis placed by the headteacher and senior staff on the continuing professional development of staff at all levels, and in the use of the skills of individuals, which makes them feel valued and able to do their best. Staff morale and confidence are very high, and teamwork is excellent. Systems for school self-evaluation and development planning, monitoring of teaching and learning, and tracking of pupils' progress are securely established and work exceptionally well. As a result, the school has an excellent capacity for further improvement.

What does the school need to do to improve further?

- Improve the consistency in the quality of marking and feedback to pupils to match the best practice found in the school, so that all pupils fully understand how well they are doing and what they need to do next to improve.

Outcomes for individuals and groups of pupils**1**

The work seen in lessons and in pupils' books confirms that attainment is high at the end of Key Stage 2, and that pupils achieve extremely well from above average starting points. Pupils with special educational needs and/or disabilities make good progress from their various starting points, as a result of the support that they receive. The school has increased the level of its support for the growing number of pupils learning English as an additional language, so that they, too, make good progress. Pupils of all abilities and backgrounds are enthusiastic and motivated learners who concentrate well and persevere with their learning. In a Year 6 English lesson, for example, both boys and girls were thrilled to have the opportunity to write poetry based on the witches' scene from *Macbeth*, and drew on their work in history on Tudor England to produce authentic, convincing and individual work in the style of the original. The school has identified that pupils have been making relatively less progress in mathematics than in English, and has set about tackling this rigorously with the introduction of setting across Years 5 and 6. This strategy is working well. In mathematics sets observed during the inspection, pupils applied themselves confidently to challenging work which was tightly geared to their needs. They made rapid progress, and showed that they were able to use their knowledge to solve problems, for example in calculating differences between times of programmes in a television magazine.

Pupils' excellent behaviour in class means that they are very ready to learn. They are

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very considerate towards others in the playground, and show that they know how to keep themselves and others safe. The large number of peer mediators helps to reinforce safe behaviour and positive relationships in the playground. Pupils make sensible choices in their lunches and enjoy being active at playtime, in their challenging physical education lessons, and in their extensive extra-curricular opportunities. Many represent the school in sports teams. Older pupils understand that they are role models for the younger ones, and show this through their readiness to take on responsibility, for example through the 'dot.com' system of helpers. The school council is very active and plays an important role in extensive fund-raising for charity. Pupils are thoughtful and reflective, and relish the chance to express their creativity and individuality through art and music. They understand the difference between right and wrong, and value the Catholic ethos of the school. Pupils of all backgrounds mix harmoniously together and show respect for the cultures of others. They are exceptionally well prepared for secondary school and for later life, due to their excellent social skills, their high attendance and their high levels of attainment.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers use the school's improved systems for tracking pupils' progress effectively, ensuring that work is well planned to meet the needs of pupils of all abilities and provides them with plenty of challenge. They have excellent relationships with their classes and channel pupils' energy and enthusiasm well. Lessons have a lively pace and good use is made of modern technology, particularly interactive whiteboards,

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

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and of additional adults. Teachers question pupils skilfully during lessons, in order to check their understanding, and adjust their teaching accordingly. Target setting is now firmly in place, so that pupils know what is expected of them, but inconsistencies in the quality of marking mean that they do not always know how to reach their targets nor how far they have progressed towards them.

The excellent quality of the curriculum means that pupils are enjoying memorable experiences and are challenged to reach their potential in all subjects. Carefully planned links between subjects enliven the learning of basic skills. In a Year 5 mathematics set, for example, tasks were linked to the pupils’ work on the Second World War. Pupils calculated how long evacuees had to wait for a train or when a concert by Vera Lynn was due to start. The curriculum is exceptionally well matched to the needs of the pupils, so that boys exceed expectations in writing and girls in mathematics, bucking the national trend. Investment by the school in a new arts studio has enabled pupils to discover and develop their talents in art and music. Many learn instruments, for example, while others try karate or circus skills. Pupils spoke warmly of ‘themed’ weeks or days organised by the school. During ‘Excellence and Enjoyment’ days, for example, pupils of all ages work together in their houses on an artistic theme, so that older pupils have the chance to support younger ones. During a recent day based on a painting of a tiger by Rousseau, pupils produced outstanding artwork in a variety of different media, from moulded masks to felt toys.

The quality of care, guidance and support is excellent, especially for pupils whose circumstances might make them vulnerable, or who have special educational needs and/or disabilities. The school places a particular emphasis on identifying needs as soon as possible, often before children take up their places in the Reception classes. Sessions in emotional literacy help support pupils who are going through difficulties in their home or school lives. The school works very closely with parents and carers. One parent commented, ‘The headteacher and teaching staff have done everything in their power to take care of and support my child. Their care and professionalism has been impressive.’ Excellent use is made of partnerships with specialist services in order to provide pupils and families with the right level of support for their needs. The school also takes the trouble to ensure that pupils are involved in caring for one another and their school community. Up to 30 peer mediators are trained each year to help resolve conflict and to extend their personal skills. Members of the school council take part in health and safety inspections with members of the governing body.

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	1
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The headteacher and senior leaders are committed to giving pupils the best possible start to their education, and have been very successful in maintaining and improving on the quality of provision and outcomes for pupils since the previous inspection. They encourage staff as well as pupils to flourish, distributing leadership responsibilities and ensuring that both teachers and support staff have the chance to improve their qualifications. One member of staff commented, 'This school helps all staff and children in any way possible... I am proud to work here.' The introduction of peer monitoring, where teachers observe their own classes being taught by colleagues, has been very successful in focusing observation on pupils' learning and helping to improve outcomes for pupils. The governing body has a good grasp of the school's strengths and areas for development. Although there are a significant number of new members, it is confident in its role of challenging the school and holding it to account. Procedures for safeguarding are robust and staff training is up to date. Required checks on adults who come into contact with pupils are carried out promptly. Two concerns about the premises were reported to the school by the team and dealt with during the inspection. The school promotes equal opportunity and tackles discrimination exceptionally well. This is evident from the success it has had in addressing previous concerns over boys' achievement in writing.

The school has forged excellent relationships with parents and carers, seen in the high and positive response to the inspection questionnaire. The school website and parent mail are particularly effective in keeping parents and carers informed, seeking their views and helping them support their children's education. Outside partnerships are outstanding, giving pupils access to expertise and opportunities they might not otherwise have had. The school makes a good contribution to community cohesion. There are very close links within the local community, particularly the parishes connected to the school, and the different cultures within the school are celebrated and respected. The school has strong links with schools in Africa, and is developing links with other schools nationally to help pupils understand what life is like for children elsewhere in this country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness with which the school promotes equality of opportunity and	1

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tackles discrimination	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make good progress in the Reception classes from generally average and above average starting points. Relationships between adults and children are very supportive, so that children feel safe, secure and settled. The school has identified that an increasing number of children coming into Reception are at the early stages of learning English. As a result, it is increasing its focus on helping them develop their skills, particularly their social skills and their writing. Imaginative opportunities for role play, for example following recent visits from police and firefighters, help children to improve their literacy skills. Boys especially have benefited from this.

The children enjoy exploring the good range of activities available to them both indoors and outside. There is a good balance of learning led by adults and that initiated by the children, although sometimes adults miss the opportunity to support children as they explore activities, in order to take their learning further. The provision is led well. Parents and carers are very positive about their children's experiences in Reception, and they are involved well in their children's learning. The Early Years Foundation Stage leader is developing good systems for monitoring and evaluating provision and outcomes across the provision.

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

The proportion of parents and carers who responded to the questionnaire was above the national average. Those who responded were very pleased with the school and what it offers their children. Almost all felt that their child enjoys school, that teaching is good, and that children are well prepared for the future. Most felt strongly that the school keeps their child safe, and is led and managed effectively. A few felt that the school did not take account of their suggestions and concerns. Inspectors investigated this during the inspection, and found that the school offers

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parents and carers many good opportunities to express their views, in person, in writing or through the website, although it is not able to act on all of them. The headteacher and other staff are available in the playground every day, and regular surveys of parental opinion are carried out. A number of individual issues were raised by parents and carers in response to the inspection questionnaire, and these were thoroughly investigated by the team during the course of the inspection.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Augustine’s Catholic 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 194 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	141	73	49	25	1	1	3	2
The school keeps my child safe	137	71	51	26	3	2	3	2
The school informs me about my child’s progress	87	45	98	51	8	4	1	1
My child is making enough progress at this school	92	47	86	44	10	5	1	1
The teaching is good at this school	103	53	85	44	4	2	0	0
The school helps me to support my child’s learning	92	47	87	45	13	7	0	0
The school helps my child to have a healthy lifestyle	90	46	89	46	11	6	1	1
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)	96	49	73	38	5	3	0	0
The school meets my child’s particular needs	92	47	84	43	12	6	1	1
The school deals effectively with unacceptable behaviour	83	43	81	42	9	5	8	4
The school takes account of my suggestions and concerns	81	42	83	43	18	9	6	3
The school is led and managed effectively	118	61	62	32	6	3	5	3
Overall, I am happy with my child’s experience at this school	127	65	60	31	3	2	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



14 November 2011

Dear Pupils

Inspection of St Augustine's Catholic Primary, Camberley GU16 8PY

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that St Augustine's is an outstanding school and is giving you an excellent start to your education. These are just some of the things we liked about your school.

- You enjoy coming to school and your attendance is high.
- You feel very safe at school, because you are exceptionally well cared for, and those of you with particular needs are very well supported.
- You are making good progress in your lessons, because you are well taught.
- You behave exceptionally well in lessons, in the playground and around the school.
- You enjoy an outstanding range of opportunities at school, both in and out of lessons, and your personal development is excellent as a result.
- The senior staff at your school are doing an outstanding job, and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that their marking and feedback to you makes clear how well you are doing and what you need to do to improve.

This links in with what you told us in your questionnaires. All of you can help by always asking your teachers if you do not fully understand their comments in your books.

Yours sincerely

Jane Chesterfield
Lead inspector

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