

St Augustine's Church of England Primary School

Inspection report

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| Unique Reference Number | 101125 |
| Local Authority | Westminster |
| Inspection number | 376514 |
| Inspection dates | 21–22 November 2011 |
| Reporting inspector | Natalia Power |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 257 |
| Appropriate authority | The governing body |
| Chair | Cecilia Anim |
| Headteacher | Suzanne Parry |
| Date of previous school inspection | 9 March 2009 |
| School address | Kilburn Park Road London NW6 5XA |
| Telephone number | 0207 328 0221 |
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| Email address | office@stap.org.uk |

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|---------------------------|---------------------|
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 20 lessons, taught by nine different teachers, and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the governing body minutes. They considered the responses in 91 questionnaires that had been 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.

- How effective are leadership and management in ensuring the consistency of teaching and learning?
- How successful is the school in raising girls' attainment in mathematics?
- How well does the school provide for pupils who speak English as an additional language and for those with a range of special educational needs and/or disabilities?

Information about the school

This school is average in size. The proportion of pupils known to be eligible for free school meals is much higher than average. Most pupils come from a wide range of minority ethnic heritages. Over four fifths of pupils speak English as an additional language, and currently over half are at an early stage of learning the language. Around one third of pupils have special educational needs and/or disabilities, and this proportion is higher than average. The after-school Playcentre, attended by pupils from other schools, is managed by the local authority and is subject to separate 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?

3

The school's capacity for sustained improvement

3

Main findings

- This is a happy school, popular with the pupils and their parents and carers, which provides its pupils with a satisfactory quality of education overall. The school cares for its pupils well. They report that they feel happy and secure, and this is reflected in their high attendance. A typical comment from a parent was, 'The school is safe and the teachers are always helpful.'
- In this warm and supportive environment, the pupils develop good personal qualities. Their behaviour is good in lessons and around the school, and they are ready to help their fellow pupils.
- The school works well with parents and carers to ensure that they understand what their children are learning and can help them at home. For example, the parents' workshops were especially praised by those parents and carers who spoke to inspectors.
- Pupils' overall achievement is satisfactory, but in mathematics girls tend to do less well than boys, because the curriculum does not always engage their interest sufficiently.
- Pupils make faster progress in some classes than in others, and this reflects some inconsistency in the quality of teaching and learning. Examples of good teaching and learning were seen during the inspection, but much was satisfactory. Pupils' enjoyment is greatest when their involvement in their learning is most active. In some lessons, there is too little challenge and the pace of learning is too slow. Teachers sometimes do too much for the pupils, which limits opportunities for pupils to take responsibility for their own learning.
- Leaders and managers understand which aspects of the teaching are good and which need developing. However, they are less successful in raising the overall quality of teaching and learning, and an important factor here is that classroom observations are not always sharply focused on how well pupils are learning.
- Leaders and managers keep careful records of how well individual pupils are doing, and use the information to provide sound support for pupils with a range of special educational needs and/or disabilities. Those who speak English as an additional language are given good support by trained adults. As a result, these pupils make similar progress to their classmates.
- Leaders and managers have a broadly accurate understanding of the strengths and areas for development of their school. Their plans for the future are sound and cover the right areas. The school has successfully met most of the improvement points from the previous inspection. Marking, for example, is now consistent and helpful. Carefully planned group activities are beginning to raise pupils' attainment, particularly in English. However, the quality of pupils' attainment in mathematics remains inconsistent because the school has not

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fully tackled some underachievement by girls in this subject. Overall, the school has a satisfactory capacity to continue making sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the consistency of the quality of teaching and learning to at least good overall in order to raise attainment by:
 - raising the level of challenge for all pupils
 - improving the pace of learning in lessons, with more opportunities for pupils to take responsibility for their own learning
 - focusing more strongly, when observing lessons, on how well pupils are learning.

- Raise the attainment of girls in mathematics by ensuring that the curriculum is matched accurately to their needs.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory overall, and they report that they enjoy school and like their teachers. Pupils' attainment in English and mathematics is broadly average, and they make satisfactory progress overall. Those with special educational needs and/or disabilities make satisfactory progress in line with others, because they receive targeted support, particularly in group work within lessons. Pupils who speak English as an additional language also make satisfactory progress, because they, too, are given appropriate support and quickly catch up with their peers. Inspectors' scrutiny of lessons and pupils' work throughout the school confirms that pupils make satisfactory progress overall. In lessons which challenge the pupils and provide them with responsibility for their own learning, they make faster progress than in others where the pace of learning is slower. For example, in one lively mathematics lesson, pupils in Year 4 were learning to understand and use fractions confidently. Each group, supported well by an adult, received work matched accurately to their needs, some pupils working with plastic blocks to help them visualise fractions, others calculating on paper. The pupils clearly enjoyed exploring the mathematical concepts through experiment, and sharing their findings with their fellow pupils. All too often, however, the teachers tend to do too much for the pupils, and in these cases, the lessons do not fully exploit the pupils' natural curiosity and love of learning.

Pupils are confident, polite and helpful to visitors. They have a good understanding of the importance of eating a healthy diet and taking exercise, and even told

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inspectors that they understood how important it was to get a good night's sleep to remain healthy. The pupils feel safe in school and appreciate the 'worry box' in their classroom which enables them to share any concerns they may have directly with their teacher. Pupils report that there is no bullying in the school and that any occasional instances of unkindness are quickly dealt with by the adults. Pupils from a wide range of heritages get on well with one another, and this reflects their good spiritual, moral, social and cultural development. Pupils have good opportunities to take responsibility within the school, and enjoy serving their community, for example by raising money for the school and for those less fortunate than themselves. Pupils acquire satisfactory basic skills in literacy, numeracy and in information and communication technology, and this prepares them adequately for the next stage of schooling.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| 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 | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The teachers are popular with the pupils. A typical comment from one pupil was, 'They teach us a lot and always listen to our ideas.' The findings of the inspection confirm that relationships between staff and pupils are warm. Pupils are eager to do well and to rise to a challenge. A good example of this was a singing assembly for pupils from Years 2 to 6. The teacher, in only 20 minutes, succeeded in inspiring the pupils to sing in three-part harmony and to really listen to themselves and others sing, so that all sang beautifully in tune. In the best lessons, teachers set a fast pace and use challenging tasks to stimulate pupils to think for themselves. For example, in one Year 6 mathematics lesson, pupils were set the task of finding out with their partners whether statements about the qualities of triangles were accurate or not.

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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Here, the pupils' learning was rapid, because they were all engaged in discovering ideas for themselves, rather than being told. However, this is not the case in enough lessons. In some lessons, too little is expected of the pupils and, in these cases, they make slower progress.

The school provides an exciting programme of trips and visits to places of interest, and pupils report that they particularly enjoyed visiting museums and having the opportunity to see Paris. After-school clubs, such as cookery and crafts clubs, are much appreciated by those involved. Adults extend the learning of those attending, for example by explaining the difference between bread made with or without yeast. The curriculum has an appropriate focus on English and mathematics, and this has resulted in broadly-average attainment at the end of Year 6. However, for some pupils, particularly some girls, there is too little in the mathematics curriculum to engage their interest and promote good learning.

Pupils are cared for well and given good support. The needs of pupils, including those children whose circumstances may make them vulnerable, are known by staff, and these children are given very good support. Pupils with a range of additional needs are looked after well and in many cases catch up with their classmates. Transition arrangements are good at each stage of the pupils' schooling. The many activities organised for pupils across the school increase the confidence of younger pupils, so that they are ready to move to the next stage when the time comes.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: | |
| The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher works closely with her deputy and with the assistant headteachers, and together they have created a cohesive team and a happy school. They successfully ensure that pupils are kept safe. Vetting procedures of adults who work with children are consistent and up to date. Staff receive regular training and the child protection arrangements are well maintained.

The leaders' and managers' ambition and drive for improvement are sound. Their plans for the future identify the broad areas in which the school needs to improve. They check the quality of teaching and learning satisfactorily. Valuable support and advice are given to teachers. However, lesson observations are not always focused sharply enough on how and what pupils are learning to ensure consistency across year groups. The governing body has a broadly accurate understanding of the

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school's strengths and weaknesses, and members play a full part in the life of the school. However, they do not hold the school sufficiently to account by asking probing questions. Leaders and managers promote equality of opportunity, ensuring that pupils, whatever their background or needs, make adequate progress overall. Pupils respect one another, and those from all backgrounds get on well together because discrimination is not tolerated.

Leaders and managers promote community cohesion well. There are good links with a range of cultural and charitable organisations, which help pupils to understand their school in its local, national and global contexts. A strong feature of the school is its engagement with parents and carers. The school keeps them well informed about their children's progress and helps them to help their children. For example, the regular and well-attended parents' workshops, which take place during pupils' lessons, are much enjoyed by the parents and carers. They see for themselves what their children are learning and the pupils enjoy the opportunity to show them their work.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| 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 | 3 |

Early Years Foundation Stage

Children receive a safe and secure start to their education in the Nursery and Reception classes and make satisfactory progress. The school builds and maintains warm relationships with parents and carers. The parents' workshops are a particularly valuable tool in ensuring strong home-school links. Adults provide kind and calm support and, as a result, the children develop generally good social and emotional skills. The children play together well and are ready to share and take turns.

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The Early Years Foundation Stage is satisfactorily led and managed. The outdoor areas have been considerably improved, and the children are kept safe. The quality of the curriculum varies too much across the classes in the Early Years Foundation Stage, and this has not been fully addressed by leaders and managers at all levels. The Nursery provides a good balance between activities which the children choose for themselves and those which adults suggest they should try. Children in the Nursery also benefit from open access to the exciting and well-resourced outdoor learning areas. However, the children in Reception have too formal a curriculum, and do not have enough opportunities to learn outdoors as well as indoors, or to choose their own activities.

In both the Nursery and Reception classes, children who speak English as an additional language and those with a range of additional needs are given suitably planned activities and appropriate specialist help. Teaching is satisfactory overall, but there is a tendency for the adults to do too much for the children. Some activities are inviting, for example when children in the Nursery enjoyed making their own ‘cakes’ out of playdough and learning simple fractions by sharing out slices. Occasionally, however, children sit on the carpet for too long listening to the teacher, instead of following their own interests.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

An average proportion of parents and carers returned questionnaires. All those who returned questionnaires, or who spoke to inspectors, felt that their children enjoy school, and that it keeps them safe. The findings of the inspection confirm this. Almost all parents and carers considered that teaching is good and that their children are making good progress. Inspectors found that some teaching is good and leads to these pupils making good progress, but that overall teaching and the progress made by pupils are satisfactory. Parents and carers had very few concerns, and those mentioned to inspectors were thoroughly investigated. All parents and carers indicated in questionnaires that they were happy with their children’s experience at the school. A typical comment from one parent was, ‘I like the school, and the staff are very friendly and keep me informed.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Augustine’s Church of England 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 65 | 71 | 25 | 27 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 62 | 68 | 29 | 32 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 54 | 59 | 36 | 40 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 50 | 55 | 40 | 44 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 57 | 63 | 32 | 35 | 1 | 1 | 0 | 0 |
| The school helps me to support my child’s learning | 63 | 69 | 24 | 26 | 2 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 50 | 55 | 37 | 41 | 2 | 2 | 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 | 49 | 41 | 45 | 2 | 2 | 0 | 0 |
| The school meets my child’s particular needs | 48 | 53 | 39 | 43 | 2 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 51 | 56 | 37 | 41 | 2 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 39 | 43 | 47 | 52 | 1 | 1 | 0 | 0 |
| The school is led and managed effectively | 56 | 62 | 34 | 37 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 64 | 70 | 27 | 30 | 0 | 0 | 0 | 0 |

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.



23 November 2011

Dear Pupils

Inspection of St Augustine's Church of England Primary School, Kilburn, NW6 5XA

Do you remember when three inspectors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. Here are some of the things we found during our visit.

- Your school gives you a satisfactory quality of education. This means that it does some things well but that some things need to be improved.
- Your school keeps you safe and healthy. You are polite and respectful to visitors. You show how much you love coming to school by your high attendance.
- You get on well with one another and respect others' backgrounds and values.
- Your parents and carers enjoy coming to your school, for example to join in the parents' workshops.
- You make satisfactory progress and leave school with results which are very much like those of pupils across the country as a whole. We want you to do even better. We especially want to see the girls doing their very best in mathematics. We have, therefore, asked the adults to make all teaching as good as the best, by giving all of you tasks that challenge you and give you more chances to take charge of your own learning.
- Those in charge work really hard for your benefit. We have asked them to have a good think about how to make your school even better. When they visit your classes, we have asked them to check carefully how well you are learning, and to make sure that all of you do as well as you can. You can play your part, too, by always asking your teacher if there is anything you do not understand.

We were impressed by your enthusiasm for learning and for performing, and we shall not quickly forget your tuneful singing in assembly!

We wish you all the very best for the future.

Yours sincerely

Natalia Power
Lead inspector

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