

St Augustine's Church of England Primary School

Kilburn Park Rd, London, NW6 5XA

Inspection dates 9–10 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and the governing body have very successfully focused on improving the quality of teaching and raising achievement since the previous inspection. Consequently, the school is improving rapidly.
- By the end of Year 6, pupils' attainment in English is now at least in line with the national average and above in mathematics.
- As a result of very effective staff training and management of their performance the quality of teaching has improved since the last inspection and is now typically good.
- Excellent systems are in place to ensure that pupils' progress is tracked rigorously and consistently across the school.
- The school engages with parents and carers extremely well and as a result attendance is very high.
- Pupils who speak English as an additional language, pupils with special educational needs and those supported through the pupil premium funding make good progress and an increasing proportion make exceptional progress.
- Pupils' behaviour is typically good in lessons and around the school. Pupils show respect and kindness towards each other, staff and visitors. Pupils rightly say they feel safe in school and that there is no bullying.
- The school is a harmonious and cohesive community where pupils from different backgrounds work and play very well together. The school provides for their spiritual, moral, social and cultural development outstandingly well.

It is not yet an outstanding school because:

- Teaching is good rather than outstanding.
- Attainment in writing and reading is not quite as good as it is in mathematics. Written work is too often not of a high enough quality and the most able pupils are not always given reading tasks that will develop their skills.
- Pupils are not given enough opportunities to work independently, use information technology to enhance their learning or move on quickly enough in lessons.

Information about this inspection

- Inspectors observed teaching in 19 lessons or parts of lessons. Three of these were jointly observed with senior leaders.
- Inspectors heard pupils read and looked at samples of pupils' work and attended a school assembly.
- Inspectors examined 31 responses to the online Parent View questionnaire and talked to a group of parents and carers before school and during parent workshops. They also took account of the views of staff expressed in 12 questionnaires.
- Discussions were held with representatives from the local authority's advisory service, the Chair of the Governing Body and other members, and members of the school staff.
- Inspectors examined pupils' progress data and other school documentation including safeguarding information.
- A formal discussion was held with a group of pupils and inspectors also talked to pupils at break and lunchtimes as well as in lessons.

Inspection team

Barbara Firth, Lead inspector	Additional Inspector
Robert Eyre-Brook	Additional Inspector
Liz Kissane	Additional Inspector

Full report

Information about this school

- St Augustine's is an average-sized primary school.
- The large majority of pupils come from a range of minority ethnic heritages. Over three quarters of pupils speak English as an additional language.
- A larger than average proportion of pupils are supported through school action or school action plus or have a statement of special educational needs.
- Just over half of the pupils are known to be eligible for support through the pupil premium, which is additional funding given to schools for children in specific groups including those in the care of the local authority and those known to be eligible for free school meals. At St Augustine's the pupils eligible for the pupil premium are those known to be entitled to free school meals, and this proportion is twice the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise standards in writing and reading by the end of Year 6, so that attainment is in line with mathematics by:
 - having high expectations for the quality of pupils' written work in all subjects and across the school
 - providing more visual and stimulating practical opportunities for pupils in preparation for writing across the school
 - providing more opportunities for more-able readers to develop their skills with more challenging activities in guided reading sessions
 - providing more opportunities across the school, including in the Nursery and Reception classes and in different subjects both indoors and outdoors, for pupils to write more.
- Improve teaching from good to outstanding by:
 - ensuring that from the start of lessons, the most able pupils are given work that builds on what they already know
 - increasing the opportunities for pupils to work independently, including through using information technology to undertake extended research and inquiry work in class
 - using existing outstanding practice in the school to promote outstanding teaching.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress throughout the school. Some make rapid progress, particularly in mathematics and in Key Stages 1 and 2. Children enter the school with skills and understanding that are well below expectations for their age. Most children make good progress across the Early Years Foundation Stage so that by the time they enter Year 1 their skills and understanding are nearer to those expected for their age in all areas of learning.
- Attainment at the end of Key Stage 1 is improving over time and is now broadly average in all subjects. However, not enough pupils achieve the higher levels in writing and reading.
- Progress accelerates across Years 1 to 6, with an increasing proportion of pupils making excellent progress, especially in mathematics. As a result, attainment in mathematics is above average by the end of Year 6. Attainment in reading and writing is broadly average and better in reading than writing, however not enough pupils, especially the most able, reach the higher levels in both subjects.
- The linking of sounds and letters (phonics) is taught well and the proportion of pupils that attain the standard expected in the government's phonics reading check at the end of Year 1 is well above the national average. Pupils clearly enjoy reading and are expected to read every day with the result that most make good progress, however not enough pupils reach the higher levels at the end of Key Stage 1 or 2.
- The learning and progress of disabled pupils, those with special educational needs and of those pupils who speak English as an additional language are good. Their progress is closely checked by the school so that teachers are aware of any specific needs these pupils may have. Support staff are well trained and deployed to work with pupils both in class and in small groups out of class. These opportunities, together with an overriding emphasis in all lessons on the development of good spoken standard English, ensures that these pupils make at least good progress.
- The high number of pupils eligible for support through the pupil premium funding receive support when they need it to keep up with other pupils. This is provided in lessons, in small groups and individually, by well-trained additional staff. In 2012, data show that although the attainment of these pupils was above that of their peers nationally in reading, writing and mathematics, they were 17 months behind their peers in school in reading, 10 months behind in writing and 12 months behind in mathematics. As a result of improved teaching, effective interventions and rigorous monitoring of the progress of these pupils, school data now show that in 2013 these gaps have significantly narrowed to one month behind in reading, two months in writing and nine months in mathematics.

The quality of teaching

is good

- The quality of teaching is good and this enables pupils to make good progress in their learning. Pupils enjoy their lessons and have a good attitude towards learning. Lessons are usually well planned, based on pupils' learning needs, providing a good balance between speaking, listening and reading and an increasing focus on writing skills and grammar.
- The quality of teaching in the Early Years Foundation Stage is good and, as a result, children make at least good progress in both Nursery and Reception classes. Children were actively engaged and enjoying a good range of well-planned activities both in the classroom and outdoors. This is an improvement since the last inspection. Both teachers and teaching assistants are skilled in asking good questions which encourage independence and place a good emphasis on developing communication and language skills. However, teachers provide too few activities that encourage children to develop their writing skills, and their expectation that pupils take part is too limited. As a result not all pupils have the opportunity to develop their skills.

- Opportunities for pupils to talk with their partners or in groups at their tables about their work before their write are evident in most lessons. However, the use of visual stimuli, such as videos and pictures and opportunities for role play as a stimulus for writing, are used less frequently. Consequently some pupils, including the most able, find it harder to write at length.
- The teaching of reading is good and this together with the expectation that all pupils will read every day is leading to better rates of progress across the school. More-able pupils read well but sometimes books are not always challenging enough for them and tasks in guided reading sessions do not always stretch and develop their skills.
- In the best lessons teachers plan tasks which build on what pupils already know. For example in a Year 6 mathematics lesson in which pupils were learning about perimeter and area, those pupils with a good understanding were working at a much higher level than others and as a result their learning moved forward more quickly.
- However, in a minority of lessons observed, the most able pupils were occasionally insufficiently challenged and they found the work too easy. Opportunities were not always taken to move learning forward quickly enough for these pupils, particularly when they had already demonstrated understanding. For example, the pace of learning slowed for these pupils when they were expected to sit on the carpet and listen while the teacher explained to the whole class what they already knew.
- Although most teachers use information technology well in lessons to demonstrate and engage pupils in their learning, they provide too few opportunities for pupils to use new technologies to progress with their learning in class or to work independently in researching and exploring topics to extend their understanding and knowledge.
- Physical education is taught well as seen in a Year 2 lesson in which pupils were taught a gymnastic routine including forward rolls. The lesson was taught well by a sports coach who through clear explanation, demonstration and encouragement enabled most pupils to achieve well.
- Teachers mark work regularly and usually provide useful feedback to pupils about how they can improve their work further. Increasingly pupils are expected to respond to these comments. However, the expectation that work will be well presented and that writing in all subjects will be of a high standard is not consistent across the school. As a result not all pupils take enough pride in the presentation and quality of their written work.
- Disabled pupils and those with special educational needs are very well supported by teaching and learning support assistants who know them well and consequently make a highly effective contribution to the learning and progress of these pupils in particular.

The behaviour and safety of pupils are good

- Pupils are polite and courteous in this warm and welcoming school. The harmonious atmosphere ensures that pupils from a variety of cultural backgrounds play and learn very well together and good relationships exist between all members of the school community.
- Pupils, staff and parents and carers agree that behaviour is typically good, particularly in lessons where most pupils persevere well. However in a few lessons pupils get fidgety or go off task. This is usually when work is undemanding.
- They learn from a young age to share and take turns through the range of activities provided for them. They move around the school well, collaborate very well in lessons and help each other with their learning.
- Pupils say they feel safe and enjoy coming to school. As a result attendance is well above the national average for all groups of pupils.
- Pupils are clear about different types of bullying and know how to keep themselves safe on the internet. They know that name calling is wrong and say that there is not any bullying in the school; the school records support this. However, they are very clear about what to do if an incident occurred.

The leadership and management are good

- The headteacher leads the school with a clear vision and determination. She is well supported by an experienced leadership team, a close-knit staff team and committed governors. Their shared vision has resulted in a rapid but sustained improvement, which can be seen in the improved quality of teaching and pupils' work and test results over the past two years. This demonstrates the school's strong capacity to improve further.
- The school successfully promotes equality of opportunity. Through its careful and systematic tracking of the progress of both individuals and groups of pupils it ensures that appropriate support is put in place if any fall behind.
- The school's self-evaluation is accurate, involves all staff and governors and informs the school improvement plan ensuring that the school focuses on the correct priorities.
- The headteacher, senior and middle leaders rigorously check the quality of teaching and therefore have an accurate view of it. Systems for managing teachers' performance are also rigorous and effective. The targets set for teachers are based on the Teachers' Standards and the school's self-evaluation, with a strong focus on improving the progress pupils make in their learning. Regular and appropriate training is provided for teachers and support staff closely tied to the school's performance management systems.
- The school has a detailed strategic plan for how the pupil premium funding is to be spent and evaluates its impact on individual pupils throughout the year.
- The school's detailed plan for the use of the primary school sports funding ensures that it will have a positive impact positively on pupils' well-being and achievement. Additional after-school sports clubs, the delivery of physical education across the school by a sports coach and the establishment of occupational therapy group sessions for pupils with specific needs are now in place and are closely monitored to ascertain their impact on pupils' achievement.
- The rich curriculum is broad and balanced and well matched to pupils' learning needs, promoting both good achievement and the development of basic skills. It is enriched further through a very wide range of visits, experiences and after-school clubs. The good understanding of others from different ethnic backgrounds, and those holding different beliefs, promotes insight and tolerance. The pupils' social, moral, spiritual and cultural development is very well supported and this contributes to a harmonious school.
- The school works successfully to engage with parents and carers, including those that are hard to reach. Parents and carers told inspectors of their overwhelming support for the headteacher and her staff and how they particularly value the well-attended, regular workshops which help them to support their children's learning at home.
- The local authority provides appropriate support to this good school. It has supported the senior leadership team in reviewing the quality of teaching and other provision in the school and provided training for governors in the use of data.

■ The governance of the school:

- Governors bring a good range of relevant skills and expertise to the school and keep themselves informed about how well the school is doing through regular and focused visits. They ensure that the school complies with all requirements for safeguarding and protection. Members attend relevant training courses and have a good understanding of the use of data about the performance of individual pupils and groups, allowing them to challenge the school effectively. They are kept well informed about the impact of the use of the pupil premium and primary sports funding on pupils' achievement. They hold the headteacher to account through a robust performance management system and help to ensure that good decisions are made in allocating finances and rewarding teachers appropriately for their work.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101125
Local authority	Westminster
Inspection number	425517

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Mrs Cecilia Anim
Headteacher	Suzanne Parry
Date of previous school inspection	21–22 November 2011
Telephone number	020 7328 0221
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