

St Augustine's Church of England Primary School

Vicarage Lane, Scaynes Hill, Haywards Heath, RH17 7PB

Inspection dates 21–22 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.

- Pupils, including those few from ethnic minority backgrounds, make good progress across the school. They get a positive start in the good Early Years Foundation Stage.
- Good teaching, together with effective pupil progress tracking, helps ensure those falling behind are quickly identified and appropriate interventions are introduced.
- The behaviour and safety of pupils are good. They are extremely sociable, respectful and courteous, and say that they enjoy school.
- A very clear vision for improvement has been identified by the headteacher. There is a determination to continue the progress already made in improving the quality of teaching and pupils' progress.
- The vision has been well shared with a range of stakeholders. The governors clearly support the priorities of improving academic achievement and promoting a clear Christian ethos.
- The good curriculum provides varied opportunities for pupils to enjoy their learning, including competitive sport, singing and trips out.

It is not yet an outstanding school because:

- There remain some inconsistencies between teachers in the quality of their teaching. Not all teaching assistants provide sufficient challenge to pupils. The learning intentions or objectives for pupils, on occasions, limit the learning which takes place.
- In writing, there are missed opportunities for pupils to write at length and receive detailed feedback on how they can improve.
- While pupils have positive attitudes to their work, on occasions they lose focus on their learning and the extent to which they can challenge themselves to do their best.

Information about this inspection

- The inspector observed learning and teaching in four lessons and visited four other learning sessions.
- The Early Years Foundation Stage and a guided reading session were visited.
- The inspector observed the school's work and looked at progress and attainment data, the school's development plan, curriculum plans, governing body documentation, and policies and procedures. Those relating to health and safety and safeguarding of pupils were carefully scrutinised.
- Discussions were held with senior and other leaders, teachers, the Chair of the Governing Body, pupils, parents and carers, and a representative from the local authority.
- A sample of pupils from Years 2 and 3 were heard reading.
- The 34 parental responses to Ofsted's online Parent View survey, and one email from a parent or carer were also considered.
- Questionnaires completed by 11 members of the school staff were also considered.

Inspection team

Michael Pye, Lead inspector

Additional Inspector

Full report

Information about this school

- This Church of England primary school is smaller than average. Consequently it has some very small cohorts; in Year 6 in 2012/13 there were only six pupils.
- Pupils come from a predominantly White British background.
- The Early Years Foundation Stage provision consists of one Reception class. Three other classes are of mixed age: Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- The proportion of pupils eligible for free school meals is well below average, The proportion of pupils known to be eligible for the pupil premium which provides additional funding for pupils who are eligible for free school meals, looked after children and pupils from service families is broadly average. There was one eligible pupil in Year 6 in 2012. There were no looked after children in Year 6 in 2012.
- There are fewer girls in the school than would normally be expected.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. There is an above average proportion of pupils supported at school action plus or with a statement of special educational needs. The main needs of these pupils relate to specific learning difficulties.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, were met by the school in 2012.

What does the school need to do to improve further?

- Improve attainment and progress in writing by maximising the opportunities for pupils to write at length and for teachers to give detailed feedback on the quality of their work.
- Improve attainment and progress by ensuring that all teachers:
 - identify learning intentions that do not limit the progression and learning of pupils
 - ensure that teaching assistants maximise the opportunities to consistently challenge pupils to think hard
 - consistently promote positive learning values among pupils such as resilience and self-challenge.

Inspection judgements

The achievement of pupils is good

- Attainment levels by the end of Year 6 fluctuate over time, partly as a consequence of some very small cohorts which make comparison with national data difficult. In 2012 attainment was average, and in the previous year above average.
- Un-validated 2013 data show attainment dipped to below average. However, the raw data do not tell the full story. In this very small cohort, case studies reveal that half of the pupils had behavioural, social, learning or physical disabilities which undoubtedly, despite the school's good efforts, disrupted their learning.
- The inspector observed lessons and scrutinised pupils' work, heard pupils read and consulted current progress data. These showed that in the current Year 6, pupils are on track to attain above average attainment in mathematics and average in English. The latter is mainly a result of weaker writing levels rather than standards of reading.
- On entry to Reception the children have broadly expected levels of skills and knowledge but small cohorts mean that this can vary. Largely because of improving teaching (the effect of good monitoring and guidance) pupils make good progress in Reception and across the school. This includes disabled pupils and those with special educational needs who similarly achieve well.
- Girls have consistently achieved better than boys in English. The gap is now closing as a result of school actions such as the provision of resources that encourage boys to read and write.
- Progress measures for the very few pupils eligible for the pupil premium show that they often progress as well or better than their peers. The un-validated test results for 2013 show that the few pupil premium pupils progressed at above expected levels.
- Reading attainment levels are average by the end of Year 2. The outcomes for the phonics screening check for pupils in 2012 showed the school below the national expectation. However, the un-validated results for 2013 show pupils attained at above average levels. Again these statistics are affected by the small cohort numbers.
- When reading, pupils are at ease in using their linking sounds and letters (phonics) skills; this is the consequence of a good level of focus on phonics from Reception onwards. Pupils separate and then blend the sounds to help them pronounce any words that they find difficult.
- Currently the most able in the current Year 6 are progressing well and their work shows them accessing the higher levels in English and mathematics.
- Government funding is being used to develop sports leaders and for pupils to access a wide range of sports including handball. Such actions have resulted in increased participation for pupils.

The quality of teaching is good

- Teachers have secure subject knowledge and are adept at building on the comments and actions of pupils. In Reception, for example, a child approached the teacher with a cup for the Goldilocks table. Immediately the child was prompted to remember the letter sounds, and eventually he produced his written version of the word. He was learning without being aware of it!
- The high expectations that now exist in lessons are an improvement since the last inspection. This was seen in a guided reading session for older pupils. The teacher used highly focused questioning to challenge the pupils to comment about the text being studied. The high expectations were seen when pupils were asked to refer in their answers to specific aspects of the text – 'who?', 'when?', 'where in the book?'
- Good positive relationships exist in lessons. For example, in a mathematics lesson the younger pupils were prepared to give their views and risk being wrong when recording the heights of people in the room, and then using the data to develop a tally chart.

- Teaching assistants are well deployed. However not all opportunities are taken by them to further challenge pupils. For example, in an English lesson for younger pupils the assistant used positive rewards very effectively to motivate the group but opportunities to revisit pupils' answers and further challenge pupils' knowledge and understanding were lost.
- Progress dips when teachers do not provide sufficient opportunities and time for pupils to write at length. Teachers carry out regular marking and pupils benefit from some good 'next steps' comments and references to pupils' targets. However the effect of teachers' marking is limited by the inconsistent approach to presenting regular, planned opportunities for carrying out writing at length and detailed feedback to pupils.
- Pupils benefit from the chance to reflect on such topics as the effect of the Second World War and the plight of people in Victorian times. This undoubtedly reinforces the spiritual and moral development of pupils.
- Most parents and carers who responded to the online survey agree that teaching is good and that their children progress well.

The behaviour and safety of pupils are good

- The inspector spoke to approximately a quarter of the total number of pupils. Not one complained about behaviour, describing it as 'good'. They also mentioned that they did not believe that lessons were unduly disrupted by misbehaviour or that bullying was an issue.
- Pupils have a good understanding of what constitutes bullying and older pupils spoke at length about the dangers of the internet, cyber bullying and the misuse of telephones. The high level of care shown by the school is demonstrated by the effect of the children's charity visit. Pupils are able to speak in a mature fashion of how to avoid, and react to, any personal risk to them.
- The behaviour and safety of pupils are good. Parents and carers agree, with the school's survey showing that all parents and carers who responded believe that their children are safe in school, and the very large majority feel that the school deals well with any incidents concerning behaviour.
- The Ofsted online survey had a similar percentage of respondents agreeing that the children are safe and well behaved. The large majority believe that the school deals with bullying well; a further few did not know and could not comment.
- Pupils say they look forward to coming to school and enjoy the varied activities that the adults provide. In Reception the pupils showed how well they are settled, eager to learn and happy as they accessed a variety of activities including pattern-making using natural materials, such as pine cones and acorns.
- Attendance is above average.
- The pupils' moral and social development is well developed. They mix and play well from Reception onwards, and this can also be seen when pupils socialise at break and lunchtimes. In lessons they show respect when listening to the comments of others.
- While they demonstrate positive attitudes to their work there are examples where they could challenge themselves to do better and practise how 'good learners' learn.

The leadership and management are good

- The headteacher has embedded a high focus on whole-school development priorities. Staff questionnaires show the positive way in which this drive for improvement has been shared.
- Accurate school self-evaluation results from effective and regular monitoring of the school's work using a good range of strategies. The checking of the school's work and the drive for improvement involves a wide range of leaders and managers.
- The English coordinator has been involved in developing guided reading sessions and training staff. The mathematics leader has effectively shared with staff the messages from a primary

mathematics specialist course, and leads parent workshops on numeracy methodologies.

- The performance management of staff is now well established. Staff believe it is a positive experience, allowing for reflection on their practice. Targets set have resulted in better pupil outcomes; teaching targets combined with senior leaders' observations and guidance, have brought improvement to the quality of teaching and pupils' progress.
- There is a good link between performance management and professional development. Staff received training in the use of practical resources in mathematics to aid pupils' understanding of concepts. This helped meet the target of improving pupils' progress in mathematics.
- Pupil progress meetings have raised staff accountability. A particular strength of the meetings is the focus on such pupil groups as those in receipt of the pupil premium. Clearly there is an awareness of promotion and pay rises being dependent on the progress of pupils and the quality of teaching.
- The school council and the charity work carried out by the pupils help to contribute to preparing them for life in a democratic society. The latter work also supports well the cultural, moral and social development of pupils.
- Subject coordinators benefit from in-service training and are increasingly involved in the monitoring process. The development plans for their areas of responsibility do not sufficiently show how their subject area can support the priorities of the whole-school development plan.
- The curriculum is broad and addresses well the varied needs of pupils. The choir is the most popular club. Trips, including a residential visit for older pupils, as well as visits and visitors extend the experiences of pupils. Close contact with the local community and church provide additional moral and social development opportunities for pupils. Pupils celebrate festivals such as Divali and Chinese New Year and other multicultural curriculum themes, but there are missed opportunities to further develop their understanding of life of different cultures.
- Effective links exist with parents and carers through regular newsletters and the website. The very large majority of those parents and carers who responded to the online survey believe the school is well led and responds well to their concerns.
- The school has a good range of other partners that benefit pupils. Through the local cluster of schools the pupils benefit from courses for the more-able, as well as the support from a specialist physical education service that visits to train the sports leaders. The local authority has provided a good degree of support since the last inspection; training managers, and providing an external source of guidance. As the school has improved, the degree of support is now reduced.

■ The governance of the school:

- Governors know the school well because they have an effective cycle of how and when they check the quality of the school's work. They visit informally and formally, talk to staff and pupils, receive reports from leaders and managers, and oversee school policies.
- This knowledge allows them to raise questions of the school. Their capacity to challenge over attainment and progress data is developing; training on data interpretation is booked. They have a clear knowledge of where the best teaching exists in the school.
- Like other leaders the governors now have a high focus on the school's progress to fulfilling the school development targets. A detailed headteacher's report allows governors to monitor what progress is being made by the school towards such targets. Performance management also contributes well to driving improvement.
- Governors know which pupils qualify for the pupil premium and have a sound understanding of the impact of expenditure on the outcomes for these pupils.
- They are proactive in meeting their health and safety, child protection and safeguarding responsibilities.

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	126009
Local authority	West Sussex
Inspection number	426519

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Helen Hicks
Headteacher	Caroline Tilney
Date of previous school inspection	22–23 February 2012
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