

# St Augustine's CofE Primary School

380 Bolton Road, Pendlebury, Swinton, Manchester, Lancashire, M27 8UX

**Inspection dates** 11–12 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Standards have declined over the past three years.
- Pupils do not make as much progress as they should in reading, writing or mathematics, or reach the standards in the core skills they are capable of by the time they leave for secondary school.
- Teaching is not consistently good. Too much requires improvement.
- Too many children entering the Early Years Foundation Stage are not ready for school. The partnership with pre-school providers is not fully effective.

### The school has the following strengths

- New leadership has arrested the decline in pupils' performance. Standards and progress are beginning to rise.
- Teaching is improving.
- Pupils love coming to school. Their spiritual, moral, social and cultural development is outstanding. They have excellent attitudes to work and develop into exceptionally balanced and caring young people. They feel extremely safe.
- The school has the confidence and trust of parents, with who it has a very good partnership.
- The curriculum provides many exciting opportunities for learning, particularly in the arts and physical education.
- The leadership and management of the headteacher and senior staff are good. Governance is improving rapidly.
- Pupils with disabilities or with special educational needs are provided for well and make good progress.

## Information about this inspection

- Inspectors observed nine lessons and an assembly. They heard pupils read and sat in on sessions where pupils were provided with individual support.
- Pupils' work in exercise books was examined. Their behaviour was observed over lunchtime and during breaks. Opportunities were taken to talk to pupils formally and informally.
- Inspectors interviewed the headteacher, senior staff, staff with particular responsibilities, members of the Governing Body and a representative of the local authority. They talked to teachers after observing lessons.
- Parents' views were obtained from 16 responses to Parent View, Ofsted's on-line questionnaire for parents, by interviewing a group of parents and through a telephone call to a parent.
- During the week of the inspection, the Year 5 class was on a school holiday in North Wales, accompanied by four staff, including the teachers of Year 6 and Year 4. The Year 6 and Year 4 classes were taught by the deputy headteacher and a supply teacher, respectively.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Brian Padgett, Lead inspector

Her Majesty's Inspector

Clare Daniel

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school with a nursery.
- Most of the pupils are White British. An increasing proportion of pupils are from a diverse range of minority ethnic backgrounds, currently around 10%. A small number of pupils enter with no understanding of English.
- The proportion of pupils with a disability or with special educational needs supported at school action level is above average. The proportion supported at school action plus level or by a statement of special educational needs is about average.
- The proportion of pupils eligible for support through the pupil premium grant is above average. (The pupil premium is additional government funding to counter the impact of social and economic disadvantage and is for those pupils who are known to be eligible for free school meals and those children that are looked after.)
- In 2013, the school met the government's current floor targets which are the minimum expectations for pupils' standards and progress in English and mathematics by the end of Key Stage 2.
- The school provides before- and after-school childcare through a private provider, Kids United. The club is inspected separately by Ofsted. Its report can be found on the Ofsted website, reference EY344658.
- The school has achieved several external awards, notably Artsmark Gold, the Leading Parent Partnership Award and Green Flag Eco-School Award.

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

- Improve teaching where it is not yet good by:
  - making tasks for pupils more interesting
  - questioning pupils more effectively, encouraging them to articulate their thinking in more depth
  - improving the impact of marking , ensuring pupils complete corrections and follow up suggestions teachers make to improve their work
  - promote greater flexibility in the work of teaching assistants, so they focus more on pupils' learning needs, increasing skills where necessary
  - better supporting pupils who find learning to read difficult, especially through the partnership with parents, by ensuring they practise reading each day.
- Improve children's readiness for school on entry to the Early Years Foundation Stage through a more effective partnership with pre-school providers, targeted at the areas of development that are frequently below those typical for children of this age.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' standards, as measured by the end of Key Stage 2 national tests and assessments, have been in decline for three years, since the last inspection. Pupils have not made the expected progress in one or more of reading, writing and mathematics between Years 3 and 6. Few pupils attain the higher levels. Until 2013, standards and progress in Key Stage 1 held up, being broadly in-line with national averages.
- Children enter the Early Years Foundation Stage (Nursery and Reception) with levels of development that are generally below those of most children of their age. This is particularly acute in those areas that most affect learning in school, such as early understanding of number, mark making and fine motor control, but also include children's physical development. Nearly all children enter the school having attended local pre-school nurseries.
- The decline in pupils' standards has now been arrested. Projections for 2014 for attainment and progress in the core areas of reading, writing and mathematics are higher than for previous years, albeit remaining below the national averages in 2013. More of the able pupils are predicted to reach the higher levels.
- Pupils with disabilities or special educational needs make good progress, better than that expected. This is because of the success of the support they receive. Data indicate pupils with the greater need make better progress than those pupils with lesser needs, including the less able without identified disabilities or special educational needs.
- Reading, traditionally a strength in the performance of pupils, has slipped since the last inspection. Pupils' knowledge of sounds at Year 1 is not as good as it should be, although many have caught up by the end of Year 2. Few of the pupils heard read from Years 1, 2 and 4 had their home-school reading record to hand.
- The growing numbers of pupils arriving at the school from other countries generally make good progress, rapidly acquiring English if this was absent on entry, settling and integrating very well.
- Pupils eligible for the pupil premium do as well as other pupils and occasionally better than the others. For example, in 2013, pupil premium pupils at Year 2 were on average a term behind others, at Year 6, they were a term in advance of others. Social and economic disadvantage is not an important factor in explaining the achievement of pupils at the school. The variation in the quality of teaching explains the underachievement of pupils, where this occurs.
- Outside of the core aspects of reading, writing and mathematics, pupils achieve well in art and in physical education. These subjects make a very positive contribution to pupils' spiritual, moral, social and cultural development. As part of their physical education, boys and girls have won many awards and trophies across a wide range of competitive sports.

### The quality of teaching

### requires improvement

- The key to improving the pupils' achievements in the school lies in improving the quality of teaching. Teachers do many things well; relationships, for example, are universally good. But too much of the teaching requires improvement and this is holding achievement back. Leaders and governors know this. In mitigation, the school has had more than its fair share of disruption since the last inspection, in the unavoidable absence of key staff.
- Teaching is often creative and exciting for pupils, capturing their interest and enthusiasm, such as the work on Japanese culture and art that was taking place in Year 6 during the inspection. The school has a long history of taking pupils out of school to broaden their horizons, to galleries, for instance, and for bringing visitors into school to make lessons and learning more relevant and first-hand. The Nursery provides an excellent example of good-quality early years provision, particularly in making the very best use of limited outdoor space.
- Where teaching requires improvement, little attempt is made to fire the interest of pupils and take into account their different abilities and aptitudes. In such cases, too much is done for

pupils, so they are not challenged and questioned to probe their level of understanding. Within class, the effectiveness of teaching assistants varies in direct relation to the quality of the teaching, although teaching assistants' work in interventions is of good quality.

- Teaching is improving. The headteacher and new deputy headteacher, along with key staff, are working hard to improve teaching and this is working: pupils are making better progress. The systems to promote good teaching are now in place. Lesson planning, target-setting, assessment of pupils' attainment, marking, regular meetings to check on progress, regular monitoring of lessons to check on quality are each established if not consistently effective. Teachers have a better idea of what good teaching looks like and of the modern demands on teachers.
- The provision for pupils with disabilities or special educational needs is good. Pupils are identified early, the school has excellent links with agencies that provide expert advice, and the interventions arranged are almost always effective. A particular mention should be made of the school's Every Child a Reader programme, which is very successful for those pupils involved.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. It is a strength of the school. During breaks and at lunchtime, pupils play together in harmony. Attitudes to learning in lessons are good. Pupils are attentive and responsive to teachers.
- The excellent relationship between staff and pupils is one of the main reasons why pupils love coming to school and why staff enjoy being there. Many of the staff have been at the school for many years: they have the trust of pupils and parents and this is why the school has such a strong family ethos.
- The spiritual, moral, social and cultural development of pupils is outstanding. By the time they are ready to leave for secondary school, Year 6 pupils have a refined set of moral and social values, a keen understanding of the value of non-material things, sensitivity to others and a strong cultural awareness of community, and of life in a multicultural Britain.
- The school's work to keep pupils safe is outstanding. The school bursar, who is operationally responsible for safeguarding, sets standards above and beyond the current guidelines for the safeguarding of pupils. The arrangements to ensure child protection are very thorough, and there are strong links with external and statutory agencies to ensure the safety and well-being of vulnerable pupils. Pupils have a well-developed sense of how to keep safe and great confidence in staff to help them should they need this. They have mature attitudes to the many dangers in modern life, such as safety on the roads, cyber-bullying and the abuse of drugs. All parents responding on Parent View believed the school kept their children safe.
- Attendance is improving strongly. From a point below average two years ago it has risen to above average as a result of determined efforts to emphasise its importance with pupils and parents.

### **The leadership and management are good**

- The new headteacher, ably supported by a newly-appointed deputy headteacher and highly effective bursar, has turned around the fortunes of the school. This is quite clear from the testimonies of the local authority, governors, parents, staff and pupils. She has considerable experience of the school as a successful teacher, then deputy headteacher before taking over as headteacher. She has the confidence and trust of the whole community.
- The introduction of the aspects of teaching and its oversight expected of today's schools is well underway and being tackled with urgency. Much has been achieved in the introduction of planning, assessment and marking. The headteacher has a clear and accurate view of what and where improvement is still required, demonstrated in her realistic evaluation of the school and the close agreement between her analysis and inspectors' judgements. There is rigorous monitoring of teaching and analysis of pupils' performance.
- The development of middle leadership has been delayed by the absence of key staff. However,

more should be expected of teachers who are paid at the top of the pay scale but are not fulfilling all the responsibilities expected at this level. Leadership of the Early Years Foundation Stage and of special educational needs are good. Several parents praised the support they had received from the special educational needs coordinator at a personal as well as professional level.

- The school's partnership with parents and the community is excellent and improving even further. This is borne out by the school's achievement of the Leading Parent Partnership Award in 2012 and, during the inspection, by an observation of the Families and Schools Together sessions, supported by a national charity.
- The curriculum is particularly rich in its promotion of pupils' cultural development, including the local heritage of Pendlebury, the arts, through many trips out to local places of interest, including residential visits for pupils. The school uses the government's primary school sports funding very effectively to provide competitive sports opportunities in a wide range of sports and activities for boys and girls. To their credit, pupils have won many trophies.
- The school is well prepared for the introduction of the new National Curriculum in September 2014.
- The pupil premium is deployed well to ameliorate the effects of social and economic disadvantage and to promote full inclusion. The school's policy is of good quality and the analysis of impact demonstrates the good progress being made by individuals and groups, particularly through interventions.
- The local authority was slow to react and initially ineffective when the school began to decline. However, its effectiveness is now much improved. The school's designated officer has the confidence of the headteacher and governors. In-school support is of good quality and the authority uses its connections to broker support from good and outstanding schools to help St Augustine's become more effective.
- **The governance of the school:**
  - The governance of the school requires improvement but it is improving rapidly. It was, like the local authority, initially slow to see the decline in the school's performance. However, it made a good appointment in securing the headship for the school. It is a governing body with many new members who bring a new perspective though they are still new to the role, and it also has more experienced members who know the school well. It is now well-informed and ready to provide support and challenge to the senior team. It is well organised and is actively looking to build up its skills, seeking the help of a National Leader in Governance, for example.

## 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

<b>Unique reference number</b>	105947
<b>Local authority</b>	Salford
<b>Inspection number</b>	444445

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Ian Anthony
<b>Headteacher</b>	Mrs Christine Hutson
<b>Date of previous school inspection</b>	20 April 2011
<b>Telephone number</b>	0161 794 4083
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