

St Augustine's Catholic Primary School

St Johns Road, Hythe, Kent, CT21 4QE

Inspection dates 12–13 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a friendly and welcoming school of which pupils, parents and carers, staff and governors are very proud.
- All groups of pupils make similarly good progress from their different starting points and achieve well in reading, writing and mathematics.
- Teaching is good and improving. Teachers engage pupils well in their lessons. There are very positive and trusting relationships between teachers and pupils. Pupils work hard and want to do well.
- The early years provision is good. Good teaching and well-planned activities that capture children's imagination and interest well ensure children make good progress and develop the skills and knowledge they need to be confident learners.
- Pupils behave well. They are caring and considerate towards others and are friendly, polite and well mannered. They enjoy school and this is reflected in their above average attendance.
- Pupils are happy. They feel safe in school and know there is always someone to turn to if they have a problem. They are well looked after and cared for.
- Pupils' spiritual, moral cultural and social development is promoted well. Pupils know and understand the school's values and help to promote them through their good attitudes and conduct.
- The school is led and managed well. Leaders have accurately identified the school's strengths and what the school needs to do to improve further.
- Governors challenge the school well and hold leaders to account for their work. They have made sure they have the skills and information to do this effectively.

It is not yet an outstanding school because:

- Teaching is not yet typically outstanding and so not enough pupils make the faster progress of which they are capable to reach higher standards.
- The roles and responsibilities of middle leaders are not clear enough and so they do not yet have enough impact on school improvement.
- The agreed school marking policy is not fully consistent in every class. Marking in mathematics does not promote pupils' learning and improvement as well as it does in literacy.

Information about this inspection

- The inspectors observed 14 lessons, some of which were joint observations with the headteacher or an assistant headteacher. In addition, inspectors talked to pupils about their work, looked at books, listened to some pupils read and observed pupils at playtimes and lunchtimes.
- Meetings were held with the headteacher and assistant headteachers and other staff with key leadership responsibilities. Discussions were held with pupils, governors and a representative from the local authority.
- Inspectors looked at a wide range of documents including: the school's own check on its performance and the quality of teaching; the school improvement plan; information on pupils' progress; and records relating to behaviour, attendance and safeguarding. Inspectors looked at the 57 responses to the online questionnaire (Parent View), considered written comments made by parents and carers, and spoke to some parents and carers during the school day. Inspectors also took account of 18 questionnaires returned by staff.

Inspection team

Margaret Coussins, Lead inspector
Roger Blackburn

Additional Inspector
Additional Inspector

Full report

Information about this school

- St Augustine's is smaller than the average-sized primary school. The number of pupils on roll has increased since the previous inspection.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils who are supported by the pupil premium is below average. The pupil premium is additional government funding for those pupils known to be eligible for free school meals and for children who are looked after. In 2014, there were too few disadvantaged pupils in Year 6 to report explicitly on their attainment compared with other pupils.
- Provision is made for the early years in a Reception class, which the children attend on a full-time basis.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a daily breakfast club.
- Since its last inspection, the school has appointed a new headteacher who started at the school in September 2013.

What does the school need to do to improve further?

- Improve teaching in order to further raise standards, particularly at the higher levels, by ensuring that more pupils make faster progress.
- Make sure that the agreed school marking policy is fully implemented in all classes and that marking in mathematics is as effective as it is in literacy in promoting pupils' learning.
- Improve the impact that middle leaders have on school improvement by making sure that their roles and responsibilities are clearly defined.

Inspection judgements

The leadership and management are good

- The headteacher, with senior leaders and governors, has made sure that there is an accurate and shared understanding of the strengths of the school and the areas that need to be developed. He has established a new leadership team who share the determination and commitment to provide the best possible learning and experiences for pupils.
- Effective middle leaders have worked closely with their colleagues to ensure that the latest requirements in subjects and the new requirements for the provision for disabled pupils and those who have special educational needs are in place. However, middle leaders are not yet fully accountable for driving school improvement as their roles and responsibilities are not clearly defined.
- Senior leaders keep a close check on the quality of teaching through classroom observations, looking at pupils' work and tracking pupils' progress. They make sure teachers know what they need to do to improve their practice. As a result, an increasing number of pupils are making rapid progress. There is not yet, however, enough teaching that is typically outstanding.
- Effective systems to manage teachers' performance are in place. Staff have clear targets which are related to improvement in pupils' achievement and linked to salary progression.
- Additional funding to promote physical education and sport is being used effectively to employ professional coaches to develop the expertise of pupils and staff. Pupils' participation in a range of competitive sports and after-school sports clubs has increased. These opportunities have a positive impact on pupils' health and well-being.
- Additional funding for disadvantaged pupils is used effectively. The funding is used to finance additional support and resources that help eligible pupils make similar progress to that of other pupils.
- The school promotes equality for all pupils. All staff foster good relations throughout the school community, a caring culture and respect for all. Discrimination of any kind is not tolerated.
- The school provides a broad and balanced range of subjects that meet pupils' interests well. There is an appropriate emphasis on developing pupils' knowledge and skills in reading, writing, mathematics and communication.
- The school has implemented the new national curriculum, and topics ensure that there are exciting learning opportunities which promote pupils' enjoyment. Trips and extra activities, including clubs, add to pupils' experiences.
- Pupils' spiritual, moral, social and cultural development is promoted well. Through the curriculum, assemblies and the school's values, pupils learn about and have respect for differences in faiths, cultures and backgrounds. Leaders ensure pupils understand British values such as democracy, and understand the need for rules in school and the wider community and mutual respect. This helps to ensure pupils are well prepared for life in modern Britain.
- Most parents and carers who responded to Parent View and who wrote to or spoke to inspectors were confident that the school is being led and managed well. They particularly appreciate the openness and accessibility of teachers.
- The school is vigilant in safeguarding pupils. Systems are robust and all staff and governors understand the procedures and how to carry them out.
- The local authority has an accurate view of the school and has supported the school very effectively to ensure improvements.
- **The governance of the school:**
 - The governing body has a clear understanding of the school's strengths and where improvements are needed. Governors understand the school's performance data and how well the school's standards compare with other schools nationally.
 - Governors are very active in school. They are well informed about all aspects of the school's work by the headteacher and senior leaders, and by their own visits to the school to look at how well pupils are learning. They use this information well to ask challenging questions to hold leaders to account for their work and the progress pupils make.
 - Governors have a good understanding of the quality of teaching and the link between teachers' performance and salary progression. They are aware of how good teaching is rewarded and how underperformance is tackled.
 - Governors have a clear understanding of how the pupil premium and sport funding are spent and the impact they have on pupils' achievement.
 - Governors attend training to develop their skills so that they can further improve their effectiveness in

holding the school to account for its performance.

- Governors meet all statutory requirements, including those for safeguarding. For example, checks are made to ensure that procedures for keeping pupils safe are up to date and implemented by all staff.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They behave equally well in and out of lessons, including at break and lunchtimes and when working with other adults. Sometimes, as seen in the assemblies during the inspection, behaviour is exemplary.
- Pupils have very good attitudes to learning and work very well together, which contributes to their good progress.
- Pupils are polite and courteous at all times, to each other and adults. They clearly enjoy coming to school and are ready to learn at the start of each day. One parent commented that her children: 'Can't wait for the weekend or holidays to finish so they can get back to school.' Attendance has improved and is above average.
- Pupils are proud of their school and excited by all their experiences. They speak with enthusiasm about their learning and all the different activities on offer to them.
- Pupils enjoy the responsibilities they are given and take them seriously. For example, Year 6 lunchtime monitors were observed taking good care of younger pupils and making sure that lunchtime was a happy, enjoyable experience for them.
- Most parents and carers who responded to Parent View agree that behaviour is good and their children are happy at school.
- Behaviour is not outstanding because there are a few occasions when teaching does not fully engage some pupils and so they are not focused on their learning, and this slows their progress.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school because 'teachers look after us and we look after each other'. Most parents and carers who responded to Parent View agree that the school keeps their children safe and looks after them well.
- Pupils say that they are not aware of any bullying in school. They are confident, however, that if any incidents did arise, teachers would listen to them and deal with them quickly. They understand that bullying can take different forms, including cyber bullying and prejudiced-based bullying.
- Pupils know how to keep themselves safe in school and the dangers they need to be aware of out of school to stay safe. The school has been diligent in ensuring that pupils, staff and parents and carers are aware of e-safety issues.
- The breakfast club provides a safe, healthy and social start to the day. Parents, carers and pupils appreciate this provision. It has helped to improve attendance and punctuality for some pupils.

The quality of teaching is good

- The work in pupils' books and their skills, knowledge and understanding in reading, writing and mathematics show that teaching is typically good. As a result, pupils learn well and make good progress.
- There are good, trusting relationships between pupils and staff. Pupils enjoy learning, work hard and want to do well. They persevere with their tasks and are confident to ask for help if they need it.
- Staff have high expectations for pupils' learning and behaviour. Teachers question pupils skilfully to check their understanding and challenge them to extend their thoughts and ideas. Pupils are attentive to their teachers and each other and respond well.
- Teachers plan lessons that are purposeful and interesting for pupils and provide the right level of challenge for most. Reading is promoted well through all subjects so that pupils enjoy reading for pleasure and for research.
- Teaching assistants make a significant contribution to pupils' learning, working with the class, small groups or individuals.
- Teachers and teaching assistants are good role models for pupils. There is a strong work ethic and a calm, purposeful learning atmosphere in all classrooms. There are stimulating displays of work in classes and

around the school which celebrate pupils' achievements and support learning effectively. Teachers and pupils use technology to very good effect to support learning.

- The school has developed its agreed whole-school policy for marking and feedback. There are many very good examples of teachers' marking that give pupils clear pointers on how to improve. Leaders are aware, however, that this is not yet fully consistent across the school and that it is currently more effective in promoting learning in literacy than it is in mathematics.

The achievement of pupils

is good

- Pupils achieve well and make good progress from their different starting points.
- Children start in the Reception Year with skills and knowledge that are typical for their age in their personal, social and emotional development. Skills are slightly below the levels typical for their age in reading, writing and mathematical development. They make good progress in the early years because of good teaching and good provision.
- Standards have fluctuated over the past three years because of the varying and relatively small numbers of pupils in the Year 6 groups. In 2014, more pupils than usual in Year 6 had special educational needs. However, in 2014, standards at the end of Key Stage 2 remained above average in reading, writing and mathematics. This is because all groups, including disabled pupils and those who have special educational needs and disadvantaged pupils, made good progress.
- At the end of Year 2, standards were close to the national average. This represents good progress as these pupils had particularly low starting points at the beginning of Year 1.
- The most-able pupils make good progress because they have more challenging work to do in most lessons. However, occasionally they are not challenged sufficiently, which limits their progress. In 2014, the proportion of the most-able pupils achieving the higher level at the end of Year 6 was above that found nationally in mathematics and similar to the national figure in reading. They did less well in writing and grammar, punctuation and spelling.
- Work in pupils' books and the school's own checks and inspection findings show that current progress is improving. However, progress is not yet sufficiently rapid in all classes to ensure outstanding achievement.
- In 2014, the proportion of pupils reaching the required level in the Year 1 phonics check (the sounds that letters make) was slightly below average. In the previous year, it was above average. Extra support is provided for those pupils who need to catch up. The impact of this is seen in good use of phonics skills in Year 2 to help them read unfamiliar words.
- Reading for enjoyment is promoted well across the school and many pupils of all ages are fluent, expressive readers. They are skilled in reading texts and using the internet for research purposes. They make good use of dictionaries and thesauri to enhance their writing.
- Disabled pupils and those who have special educational needs make similar good progress to others as their needs are well met. Their needs are identified early and precisely so that appropriate support can be given to help them make good progress from their various starting points. The school ensures that any barriers to learning do not lower their expectations of what they can achieve.
- Disadvantaged pupils across the school make good progress in reading, writing and mathematics because they are given effective support. In 2014, there were too few eligible pupils in Year 6 to comment on their attainment compared with other pupils.

The early years provision

is good

- Children in the early years are given a good start to school. There are well-organised links with parents and carers before children start at school, which enable the children to settle quickly into school life. The positive relationships with parents and carers continue throughout the Reception Year.
- The proportion of children achieving a good level of development was below the national average in 2014. This was in part due to insecure assessment and information on children's achievement at the end of the Reception Year and children's particularly poor language skills. The school took this very seriously and has ensured that the children are making rapid progress in Year 1 to catch up.
- Information on children's achievement in the current Reception Year is detailed and accurate and shows that they are making good progress. The large majority are on track to reach a good level of development by the end of the early years and be well prepared to continue learning in Year 1.
- Children behave well and are eager to learn. They thoroughly enjoy a range of stimulating, exciting activities inside and outside, which promote their creativity and encourage them to investigate and find

things out for themselves. They work and play extremely well together. A group of children who were trying to work out how to get a boat to move along a length of tube listened to everyone's ideas and tried them out. When it did not work, they agreed that 'we'll just have to try again'.

- Children are encouraged to develop a love of books and stories and use their increasing phonics skills to help them read and write. Reading and writing are not always promoted as well as they might be in the outside area. Leaders have correctly identified the development of the outdoor area to promote children's learning and progress in all areas of learning further.
- Staff work well together. They are sensitive and caring to individual children's abilities. They engage very well with children, asking questions to help children explain their ideas and understanding. Children who have special educational needs are supported well and the most-able children are suitably challenged to extend their thinking and learning.
- The early years is led and managed effectively. There are excellent relationships between staff and children. Children are kept safe and secure at all times.

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	118761
Local authority	Kent
Inspection number	448824

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	205
Appropriate authority	The governing body
Chair	Anne Malpass
Headteacher	Kim McConnell
Date of previous school inspection	24–25 March 2010
Telephone number	01303 266578
Fax number	01303 230679
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