

Inspection of St Augustine's CofE Primary School

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

Inspection dates: 12 and 13 January 2022

Overall effectiveness

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a happy school. Pupils work hard, achieve well and get on with one other. They do their best to live up to the high expectations that leaders have set for behaviour and learning. Pupils told inspectors that St Augustine's is a great school to belong to if you want to make friends.

Children in the early years develop good attitudes to learning from their very first days in school. They enjoy working and playing with their friends, and trust the adults who teach them.

Positive relationships between staff and pupils are a particular strength across the school. Staff provide highly effective support for all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils told inspectors that the school is a safe place. They understand what bullying is, and they said that it does not happen often. On the rare occasions that it does occur, pupils said that a member of staff will always help to resolve issues.

Pupils enjoy the many after-school clubs that staff provide. Many older pupils value the opportunity to take on respected leadership roles by becoming a prefect or a member of the school council.

What does the school do well and what does it need to do better?

Pupils achieve well. They are well prepared for the next stage of their education when they leave Year 6. This is because leaders, governors and trustees have developed an ambitious curriculum that helps teachers to set work that builds carefully on what pupils have learned before. Teachers understand the key knowledge that pupils need to acquire. However, some teachers do not use assessment strategies well enough to check how well pupils have remembered crucial aspects of the curriculum. They do not make sure that pupils are able to apply what they have learned. For example, they do not ensure that pupils use their knowledge of grammar, vocabulary and sentence structure accurately or fluently in their written work.

Children get off to a good start in the early years. They benefit from a well-planned curriculum that broadens their vocabulary and helps them to develop their knowledge across all areas of learning. Staff use a wide range of books and stories to support learning and develop children's speaking and listening skills. The curriculum provides a strong foundation for the subjects that they will study in key stage 1.

The phonics programme is taught well. Children begin to learn about letters and the sounds that they represent in the early years. As they move into key stage 1, most pupils develop into successful readers. They read regularly at home and at school. Staff support pupils with their reading choices and help them to gain the knowledge

that they need to become fluent readers. However, some pupils who are at the early stages of reading do not read books that match the sounds that they are learning. This slows their progress towards becoming fluent readers.

Pupils' attitudes to learning are positive. They engage well with their teachers and are respectful towards each other. Staff help pupils to develop confidence when meeting new people. They happily speak with visitors. This contributes to a warm and welcoming atmosphere throughout the school.

Leaders ensure that pupils' wider development is catered for well. Pupils learn about different faiths, cultures and traditions. They develop a good understanding of British values. Pupils have access to a range of after-school clubs that help them to develop their talents and interests.

Leaders are quick to identify pupils with SEND. They ensure that staff have the resources and training that they need in order to provide effective support for these pupils. As a result, pupils with SEND are able to work alongside their classmates, and develop and deepen their knowledge and skills across all subjects.

Staff are proud to work at the school. Every member of staff who responded to the staff survey said that they feel well supported by leaders. They are particularly grateful for the high-quality subject training that leaders have provided. Staff believe that leaders are considerate of their well-being.

Governors and trustees know the school well. They have ensured that there is a clear vision for improvement. They also ensure that resources are well managed, and that leaders are held to account for the quality of education that is on offer.

Most parents and carers were highly positive about the school in their responses to Ofsted Parent View. However, some parents believe that behaviour issues are not sorted out quickly enough.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Pupils are taught age-appropriate strategies to help them to make safe choices, including when working or playing online. They know who to speak to if they are worried about anything that they have seen or heard online. Staff are vigilant in all matters regarding the welfare and safety of pupils. They know what to look out for and how to respond if they have a concern. Leaders work closely with outside agencies to support pupils and their families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some children and pupils who are in the early stages of reading struggle to decode words, because the reading books that they are given do not match the sounds that they are learning. This is hindering the progress they make. Leaders should ensure that all those who are in the early stages of reading can practise by using texts which match the sounds that they know.
- Some teachers do not use assessment strategies well enough to check that pupils know and remember the crucial parts of the curriculum. This prevents pupils from further developing their knowledge, or applying what they know to gain greater understanding and fluency across subjects. Leaders should ensure that teachers are suitably equipped to assess pupils' learning so that they know and remember more over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144372
Local authority	Salford
Inspection number	10212116
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	Board of trustees
Chair of governing body	Margaret Woodhouse
Principal	Jane Murphy
Website	https://staugustines.salford.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- St Augustine's CofE Primary School converted to become an academy school in September 2017. When its predecessor school was last inspected by Ofsted, it was judged to be inadequate.
- The school is part of the Vantage Academy Trust.
- There have been several changes to the leadership arrangements since the school became an academy. A new principal has been appointed and there is currently an acting deputy headteacher.
- The principal was unavailable during the inspection. The chief executive officer (CEO) from the trust was the acting principal at the time of this inspection.
- The school does not use any alternative provision.
- This is a Church of England school. The last section 48 inspection of the predecessor school took place in June 2016.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This is the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- Inspectors spoke with the CEO and the education director for the trust.
- Inspectors carried out deep dives in early reading, English, mathematics and geography. For each deep dive, inspectors met with subject leaders, visited lessons, spoke to staff and met with pupils to look at their work and discuss their learning.
- Inspectors spoke with the special educational needs coordinator and the early years leader. The lead inspector also met with the acting deputy principal.
- Inspectors met with different groups of pupils to discuss behaviour and other aspects of school life. The lead inspector also met with pupils to listen to them read and discuss reading and behaviour.
- The lead inspector reviewed a range of safeguarding documents. He looked at employment checks, and spoke with staff about their safeguarding knowledge and responsibilities.
- The lead inspector spoke with a group of governors and trustees, including the chair and vice-chair of the local governing body.
- Inspectors scrutinised the responses to Ofsted Parent View, including the free-text comments. They also looked at the responses to the staff survey. There were no responses to Ofsted's pupil survey.

Inspection team

Paul Tomkow, lead inspector

Her Majesty's Inspector

Timothy Gartside

Ofsted Inspector

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