

## INSPECTION REPORT

### **ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL**

Costessey, Norwich

LEA area: Norfolk

Unique reference number: 121130

Headteacher: Paul George

Reporting inspector: Derek G Watts  
22092

Dates of inspection: 10<sup>th</sup> – 11<sup>th</sup> June 2002

Inspection number: 196283

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	19 West End Costessey Norwich Norfolk
Postcode:	NR8 5AG
Telephone number:	01603 743317
Appropriate authority:	The Governing Body
Name of chair of governors:	David McWeeny
Date of previous inspection:	19 <sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22092	Derek G Watts	Registered inspector
9147	Susan Stock	Lay inspector
23235	Fred Riches	Team inspector

The inspection contractor was:

Serco QAA Ltd  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Augustine's Catholic Voluntary Aided Primary School is situated in the village of Costessey on the western outskirts of Norwich. The school provides education for the children of Old Costessey and for the wider Catholic parish of Our Lady's and St Walstan's. About 30 per cent of the school's population are baptised as Catholics. The school has a strong Catholic ethos and this is popular with all parents. The school has 200 pupils on roll, 109 boys and 91 girls, making it a slightly smaller than the average primary school. About 97 per cent of the school's population are of white United Kingdom heritage. The other pupils are from black and Chinese ethnic backgrounds. About 20 per cent of pupils have been identified by the school as having special educational needs and this is in line with the national average. One and a half per cent have a Statement of Special Educational Needs and this is broadly in line with the national average. About one per cent of the school's population have English as an additional language, but these pupils are not at an early stage of English language acquisition. About 14 per cent of pupils are eligible for free school meals and this is in line with the national average. Children are admitted into reception at the beginning of the school year before their fifth birthday. Attainment on entry is broadly average. The school plans to have nursery education on site for summer 2003.

### **HOW GOOD THE SCHOOL IS**

St Augustine's is a good school with very good features. It has made considerable improvements in standards and in teaching and learning since the last inspection. Standards overall are above average by the end of Years 2 and 6 and pupils achieve well. Teaching and learning are good. Very effective leadership and management have contributed to the improvements and have helped to create a very positive climate for pupils and staff to work. The school is highly regarded by its parents and local community. Taking all these factors into account, the school provides good value for money.

#### **What the school does well**

- Overall, standards are above average by the end of Years 2 and 6.
- A very positive climate has been created for all pupils to learn. Pupils' spiritual, moral, social and cultural development is very good. This leads to very good attitudes, high quality relationships and very good behaviour. Pupils have a good understanding of other cultures and beliefs.
- Good teaching helps to ensure that all pupils make good gains in their learning.
- Very good leadership and management contribute significantly to the school's strengths.

#### **What could be improved**

- Procedures for promoting good attendance.
- Annual reports to parents.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvements since the last inspection in May 1997. The management of the curriculum has been improved by establishing leaders for each subject, revising planning and monitoring planning and teaching. Work is now better matched to pupils' needs particularly the higher attainers and those with special educational needs. The role of the governing body has been clarified and governors are more involved in planning and decision-making. All health and safety issues identified in the previous report have been effectively addressed as have statutory requirements relating to the prospectus and governors' report. Standards in ICT have been raised from below average to average in Year 2 and above average in Year 6. This has been achieved by improving facilities and teachers' expertise. Overall, standards by the end of Years 2 and 6 have improved considerably. The quality of teaching and learning has improved from satisfactory to good. Accommodation has improved with a new classroom in Year 4 and better internal decoration throughout.

### **STANDARDS**

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	B	A	A
mathematics	C	C	B	B
science	C	B	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows an overall improvement in test results over the past three years. In the current Year 6, standards are above average in English and mathematics and well above average in science. Pupils are achieving well in English and mathematics and very well in science because attainment on entry to the school is average. In the 2001 National Curriculum tests for Year 2, the school's results were above the national average in reading, well above in writing and average in mathematics. These results represent a significant improvement as results were well below the national average in 1999. In the current Year 2, standards are similar to the 2001 test results. Standards are above average in speaking and listening, reading, writing and mathematics. Pupils are achieving well. Through very effective leadership, the school has raised its expectations of what pupils can achieve and has improved curricular planning and teaching. These changes have had a positive impact on raising standards. The school has set realistic and suitably challenging targets for English and mathematics and is likely to meet these.

Standards in ICT are average by the end of Year 2 and above average in Year 6. Pupils are achieving well in this subject. Pupils are using ICT well to support their learning in other subjects. Pupils with special educational needs make good progress because of the effective support they receive from learning support assistants.

Standards are above average by the end of reception and children are achieving well. This is because of very good teaching and a very well planned curriculum. Children have a very good start to their school life.

#### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show enthusiasm for learning and interest in school activities.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in assemblies, lessons, in the playground and during lunchtime.
Personal development and relationships	Very good. Pupils take responsibilities very well. Relationships are consistently very good throughout the school.
Attendance	Unsatisfactory. Attendance figures are below the national average. Pupils like coming to school and display very positive attitudes towards learning. Too many pupils take holidays during term time.

#### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Children in reception have a very good start in reception. Teaching is good overall and this leads to good learning, positive attitudes and very good behaviour. Good teaching contributes to above average standards and good achievement. In the main, lessons are well planned and structured. Pupils are managed very well by all teachers. Learning support assistants are well deployed and provide effective support particularly for pupils with special educational needs. Work is generally well matched to the different abilities within the class so that all pupils, including higher attainers, are challenged. Teachers are now using ICT well to support pupils' learning in a range of subjects.

Where teaching is very good or excellent, lessons are very well planned with challenging and imaginative activities provided. Instructions and explanations are extremely clear and lively. Pupils are motivated and listen very well. They acquire new knowledge very well. Skilful questioning is used extremely well to check pupils' understanding. Pupils are given plenty of opportunities to think and express their ideas. Opportunities are provided for pupils to apply previous knowledge and skills. Lessons maintain a brisk pace and pupils are highly productive. Where teaching is satisfactory rather than good, introductions are overlong and are not sufficiently inspiring. Work is not sufficiently well matched to the different abilities within the class and so not all pupils are sufficiently challenged. As a result, pupils' learning is satisfactory rather than good.

The teaching of English and literacy skills is good. The teaching of mathematics and numeracy skills is good. Pupils make good gains in their learning and apply literacy and numeracy skills well to other subjects.

#### **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	Good. Learning opportunities are very good in reception and good from Years 1 to 6. A broad, balanced and relevant curriculum is provided.
Provision for pupils with special educational needs	Good. Pupils are well supported by learning support assistants and they make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. Very good moral and social development leads to very positive attitudes, high quality relationships and very good behaviour. Due to very good spiritual and cultural development, pupils show a very good awareness and understanding of different cultures and beliefs.
How well the school cares for its pupils	The school has good procedures for ensuring the health, safety and general well-being of pupils in school. However, procedures for promoting good attendance are less effective. Assessment procedures are good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has vision and provides clear educational direction for the school. His calm and positive approach has been effective in creating a very good school ethos and raising expectations and standards. He is very well supported by the deputy headteacher and well supported by subject leaders.
How well the governors fulfil their responsibilities	Statutory duties are fulfilled. Governors have a good knowledge and understanding of the school's strengths and areas for further improvement. They are appropriately involved in planning and decision-making.
The school's evaluation of its performance	Effective monitoring and review procedures lead to effective action for improvement. This contributes to improved standards and teaching.
The strategic use of resources	Good. Specific grants are used effectively and the principles of best value are applied well. The school has a larger than usual carry forward of funds, but the headteacher and governors have clear plans for this.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are expected to work hard and achieve their best.</li> <li>• Pupils make good progress.</li> <li>• The school helps their child to become mature and responsible.</li> <li>• Pupils are very well behaved.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> <li>• The school is approachable.</li> <li>• Children like school.</li> <li>• Homework arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Information about how well children are getting on.</li> </ul>

Parents hold extremely positive views about the school and the inspection team supports the strengths identified. A satisfactory range of activities outside lessons is offered. The inspection team agrees that information to parents about their child's progress could be improved. The school provides opportunities each term for parents to discuss their child's progress with teachers. Annual reports to parents do not provide sufficient information on pupil attainment and progress. Parents would like more information about the standards their child attains and the inspection team agrees with this.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### Overall, standards are above average by the end of Years 2 and 6.

1. In the National Curriculum tests for Year 2 in 2001, the school's results were above the national average in reading, well above in writing and average in mathematics. These results represent significant improvements as results were well below the national average in reading, writing and mathematics in 1999. In the current Year 2, standards are similar to the test results. Standards are above average in speaking and listening, reading, writing and mathematics. Overall, most pupils, including higher attainers and those with special educational needs, are achieving well.
2. In Year 2 most pupils listen carefully to the teacher and to others and make suitable responses. Higher attaining pupils talk and listen with confidence. For example, they described clearly how they created a ladybird image using a paint program on the computer. Most pupils read simple passages. Higher attaining pupils can extract useful information from non-fiction texts to help their writing about minibeasts. Pupils use word-processing to produce a fact sheet about a ladybird. They use the shift, space bar and return keys correctly in creating headings and sentences. In Year 2, pupils' handwriting is mostly clear, legible and joined. Common words are spelt correctly. Pupils produce clear sentences about minibeasts with capital letters and full stops. For example, one pupil wrote 'The centipede lives in dark places'. The study of pupils' work shows that they have opportunities to write in a range of styles and for different purposes. Pupils wrote clear and correctly ordered instructions on how to clean your teeth. Back in the spring, a pupil wrote a poem inspired by the daffodils:

A daffodil is a golden smiley trumpet.  
A long rocking stem.  
Draping soft petals.

3. In Year 2, pupils recognise a sequences of numbers. Higher attaining pupils mentally recall the four times table. Pupils use a computer program effectively in recognising number patterns. The study of pupils' work indicates that most pupils solve money problems, with coins, up to 20 pence, can round numbers to the nearest ten, name two-dimensional shapes and weigh food products accurately using standards units. Higher attaining pupils classify two-dimensional shapes using their properties. They know that fractions are parts of a whole. Lower attaining pupils recognise simple number sequences including odd and even numbers.
4. Standards in science are above average by the end of Year 2. Pupils carry out investigations to discover how far a toy car would travel on different surfaces. They select suitable apparatus and equipment for their tests. They record their results and identify the table top as the best surface. They use ICT well to present their results as a bar graph. Pupils carry out investigations to find out what plants need to grow well. They respond to suggestions and ideas. They use simple equipment and make observations. They describe their observations and say whether happenings were as expected. Higher attaining pupils describe how to make tests fair. They explain patterns in their observations and results and using scientific vocabulary they explain what they discovered.
5. In the National Curriculum tests for Year 6 in 2001, the school's results were well above the national average in English and science and above average in mathematics. These results were the school's best since the introduction of national testing. Results have improved significantly since 1999 when they were average in mathematics and science and below average in English. Standards seen in the current Year 6 are similar to test results. Standards are above average in English and mathematics and well above in science. Standards in English are lower than last year's test results as the current Year 6 has a higher proportion of pupils with special educational needs with specific learning needs in writing. Pupils are achieving well in English and mathematics and very well in science.

6. In Year 6, pupils talk and listen with assurance in a range of formal and informal situations. In discussion they listen attentively to others, ask questions and express ideas. Teachers provide good opportunities for pupils to develop speaking and listening in a range of subjects.
7. Pupils in Year 6 are given an outstanding range of opportunities to write for different purposes and audiences. Pupils' writing is interesting and clear. In an autobiography, one pupil wrote with clarity and humour 'On the 12<sup>th</sup> of October, I created a natural disaster. I emerged into the world'. In the role of a sports journalist one pupil reported on a football match between Manchester United and Tottenham Hotspur titled 'Five star performance'. The report began with, 'Manchester United show how they never give up in an eight goal thriller at White Hart Lane'. In the report, words were chosen imaginatively for effect; for example, phrases 'headed home acrobatically' and 'The second half got off to a flyer' capture the reader's interest.
8. Pupils in a Year 6 mathematics lesson planned a holiday within a set budget. Most pupils applied their literacy and numeracy skills in planning and costing a holiday within a budget. They interpreted and extracted relevant data from charts and tables in holiday brochures. They presented their work in an organised way. Higher attaining pupils gathered information competently in solving problems. They checked that their results were reasonable. Lower attaining pupils extracted useful data with assistance from a learning support assistant. The study of pupils' past work shows that higher attaining pupils understand place value and use this to multiply and divide whole numbers and decimals by ten and one hundred. Average and lower attainers multiply and divide whole numbers by ten and one hundred. Higher attaining pupils calculate fractions and percentages of quantities. Average and lower attainers recognise approximate proportions of quantities by using fractions and percentages. Most pupils in Year 6 collect data and construct and interpret line graphs. Higher attainers use and interpret coordinates in all quadrants.
9. In science, standards are well above average by the end of Year 6 and pupils are achieving very well in this subject. This is because pupils are provided with a very good range of learning opportunities and receive high quality teaching. Pupils name the main parts of a flower. Higher attaining pupils describe the function of each part. Pupils use and describe methods such as filtering for separating simple mixtures. Higher attaining pupils identify situations and describe changes involving condensation and evaporation. They describe how chromatography is used to separate different dyes in sweet colouring. In scientific investigations pupils select suitable approaches when trying to answer scientific problems. Appropriate apparatus and measuring instruments are chosen to carry out tests. Observations and measurements are systematically recorded. Numeracy and ICT skills are used well to measure and present results. Higher attaining pupils draw conclusions from scientific evidence and make suitable connections with scientific knowledge and understanding.

**A very positive climate has been created for all pupils to learn. Pupils' spiritual, moral, social and cultural development is very good. This leads to very good attitudes, high quality relationships and very good behaviour. Pupils have a good understanding of other cultures and beliefs.**

10. The headteacher and all staff have been extremely successful in creating a very positive ethos/climate for all pupils to learn and develop. A calm, attractive and purposeful atmosphere pervades the school. This has a very favourable effect on pupils' attitudes, learning and behaviour and contributes to the above average standards achieved. The provision for pupils' spiritual, moral, social and cultural development is very good.
11. Weekly Mass is an uplifting event. Parents and people from the local community join in the service. This gathering provides plenty of opportunity for prayer, reflection and singing. During the inspection, Mass followed the theme of 'families'. Year 6 pupils read passages with confidence. Pupils were asked to think and reflect on how we are sometimes greedy and selfish while considering how we can all become better people. Hymns and songs were sung with enthusiasm. The deputy headteacher provides high quality accompaniment on the guitar. Adults

and the pupils participate in Communion. The event had a clear sense of unity and togetherness. Behaviour displayed by the pupils from reception through to Year 6 was excellent.

12. In the school, there are areas for prayer and quiet reflection with attractive books and plants or vases of fresh flowers. There are also displays of works by well-known artists. Pupils in a number of classes are given opportunities to plant seeds and observe the rate of growth and draw the plants. Pupils develop an appreciation of the wonders of nature and fine works of art.
13. The school promotes moral and social development very well. Adults working in the school are very good role models for the pupils. Pupils clearly know the difference between right and wrong. Teachers and support staff successfully promote qualities such as co-operation, fairness, responsibility and mutual respect, as a natural part of their work. Pupils are valued as individuals and their positive qualities and achievements are praised and recognised in assemblies and in class. Expectations of conduct and behaviour are firmly established. Pupils are encouraged to work hard, share, be kind to each other, participate in school activities and behave well. The pupils respond very well to these expectations.
14. Pupils like school and they show interest and enthusiasm in lessons and the activities offered. Most show high levels of concentration and considerable commitment to tasks. Pupils are given opportunities to work collaboratively, in pairs and in groups in a range of activities including practical mathematics, science investigations and information and communication technology. Teachers promote teamwork very well. Pupils form constructive and productive relationships with one another, teachers and other adults working in the school. Relationships throughout the school are consistently very good. As pupils move through the school they are provided with increased responsibilities and respond very well to these. For example, older pupils assist in the preparation of Communion.
15. Pupils' cultural development is promoted very well through art and design. In Year 1, pupils produce a large collage of beautiful hyacinths using brightly coloured tissue paper. Pupils in Years 3 to 6 explored art from the Far East during 'Art Week'. They used blue and white colours effectively to create striking Chinese pottery designs that included delicately drawn trees, leaves and birds. Other pupils produced three-dimensional models of dragons using colourful paper and fabric. Pupils in Years 5 and 6 produce impressive sketches and sculptures having been inspired by the work of Alberto Giacometti. Pupils also produce drawings and paintings of cityscapes showing a good understanding and use of perspective. Throughout the school, standards in art and design are above average and pupils are achieving well.
16. Although the school is firmly based on Catholic values and principles, pupils are introduced to other major faiths of the world. Pupils in Year 1 study Islam. They know that Muslims fast during the month of Ramadan and that they do not eat between sunrise and sunset. Muslims go to the mosque and pray to Allah. Attractive displays provide additional stimulus and information for the pupils. They produce colourful Islamic patterns and Eid cards. In Year 4, pupils gain a knowledge and understanding of India and Indian culture through the study of the Indian village Chembakolli. They acquire knowledge and understanding of Hinduism. Singing is strength of the school and pupils sing a range of song and hymns enthusiastically with staff.
17. Teachers work hard in providing attractive and stimulating classroom and corridor displays. This not only helps to provide an attractive and stimulating environment, but also recognises and values pupils' work. For example, in the reception class, the teacher had created an attractive three-dimensional woodland scene. There was a large tree trunk in the corner of the room with branches and large leaves. From the tree hung models of bats, robins and ladybirds. Children had produced colourful and striking drawings and paintings from floral displays. These were effectively displayed.

**Good teaching helps to ensure that all pupils make good gains in their learning.**

18. During the inspection, 19 lessons or part lessons were seen. Of these, one was excellent, six were very good, five were good and seven were satisfactory. Teaching is judged to be good

overall. The high proportion of good and better teaching has a positive effect on pupils' learning, attitudes and behaviour.

19. Children have a very good start to school, as teaching in reception is consistently very good. As pupils move through the school they receive good teaching. During the inspection excellent teaching was seen in English in Year 6. Very good teaching was seen in English, mathematics and science in Year 1, in the reception class and in mathematics in Year 6.
20. In the main, lessons are well planned and structured. Teachers have implemented the National Literacy and Numeracy Strategies well and this contributes significantly to the good teaching in English and mathematics. Clear learning objectives are identified in lessons and these are effectively shared with the class so that pupils know what they are to learn. Instruction and explanations are clear and informative. Pupils make good gains in knowledge and understanding. Questioning is used effectively to check pupils' understanding. The management of pupils is a consistent strength of the teaching. Relationships are very positive and good work routines are firmly established. As a consequence, pupils display very good attitudes and behaviour and know what is expected of them. Learning support assistants are well deployed and contribute significantly to pupils' learning. In particular, pupils with special educational needs are given good support. This enables full access to learning opportunities and they make good progress. Using their increased ICT skills, teachers are beginning to use ICT effectively to support teaching and learning in a range of subjects. For example, in a Year 3 science lesson, pupils studied different materials. They viewed various samples of materials under a microscope that was linked to a laptop computer. The magnified image of the material appeared on the computer screen and this could be saved and compared with other samples.
21. The school has a good system for assessment and target setting. Pupils are provided with written targets to work towards, which are based on National Curriculum standards. Some good practice was seen particularly in Years 4 to 6 where pupils were set suitably challenging targets, which are well matched to their Levels of Attainment. Appropriate tasks are provided and progress towards the target is reviewed. In some cases, the targets are too broad to meet pupils' specific needs and so are limited in guiding teaching and learning. The marking of pupils' work is good. Work is regularly marked and good work is recognised and praised. Teachers also offer constructive comments on how pupils can improve. In Year 6, pupils review their own work and make written comments. The teacher responds constructively to these. This practice is effective in developing pupils' knowledge of their learning and the skills of self-review. The school has clear procedures for homework and parents appreciate these. Teachers use homework well to reinforce and extend what is learned in school.
22. In a very good lesson in reception, the children prepared for a 'teddy bears' picnic'. The teacher sat with the class on the carpet. She skilfully questioned the children about the cress seeds they had grown recently. They responded very positively and spoke confidently about growing cress and described the stem and leaves. During the lesson, groups took turns to make cress sandwiches. A learning support assistant helped very well in this activity and children showed good manipulative skills in preparing sandwiches and they followed a clear set of written instructions. The management of the children by the teacher and support assistant was excellent. This, with the stimulating and attractive learning environment that had been created, gave rise to secure and confident children who behaved very well. The children then sat at the table in groups for a drink and to eat the sandwiches they had made. They took turns and shared as the food and drinks were politely passed around. Children described the taste and texture of their sandwich. For this lesson, the teacher had effectively planned and linked a number of learning opportunities including speaking and listening, instructional writing, explaining the results of science experiments, making sandwiches and developing personal and social skills.
23. In Year 6 a very good mathematics lesson was seen. Pupils were given the interesting task of planning a holiday within a set budget. The teacher's instructions and explanations were clear and informative. Pupils were clear of what was expected and they acquired new knowledge and understanding about issues such as full and half board, holiday supplements and flight time. The teacher used the overhead projector well to show pupils how to interpret data from charts in

holiday brochures. Pupils listened with enthusiasm and were keen to apply their learning to the problem presented. A range of interesting brochures with details of holidays all over the world was available to the class. Working collaboratively in pairs, pupils were given very good opportunities to plan, make decisions, and apply their numeracy and literacy skills to this real life situation. Pupils rose to the challenge of the task. A learning assistant was effectively used in providing support for pupils with special educational needs. This enabled these pupils to have full access to the activity and they made good progress. The teacher managed the pupils extremely well. Very good relationships between the teacher and class were firmly established and the teacher used humour effectively. The end of the lesson was used well for pupils to share their learning with the class and the teacher used this to clarify and reinforce points.

24. In the very good and excellent lessons, lessons are very well planned with interesting, challenging and imaginative activities. Instructions and explanations are extremely clear and lively. Pupils are motivated, stimulated and listen very well. They acquire new knowledge and understanding very well. Skilful questioning is used extremely well to make pupils think and check their understanding. All pupils are involved and engaged. Pupils are given plenty of opportunities to think about and express their ideas. Opportunities are provided also for pupils to apply previous knowledge and skills. Excellent and very good lessons maintain a brisk pace and pupils show high levels of concentration and are highly productive.
25. Where teaching is satisfactory rather than good, introductions to lessons are overlong and are not sufficiently inspiring. Instructions are not always clear enough to all pupils and so some pupils are not sure what is required. Opportunities to develop pupils' ideas through speaking and listening or writing are missed. Work is not sufficiently well matched to the range of abilities within the class. While pupils with special educational needs are supported satisfactorily, higher attaining pupils are not sufficiently challenged. Where teaching is satisfactory, pupils make satisfactory rather than good gains in their learning.

#### **Very good leadership and management contribute significantly to the school's strengths.**

26. The headteacher is experienced and provides very good leadership. He has vision and provides clear educational direction for the school. This vision is firmly based on raising pupils' achievement and creating a positive and attractive learning environment that is underpinned by Catholic principles and values. The school's mission and aims, which emphasise a commitment to high standards and quality, are very well reflected in the day-to-day life of the school. Effective management systems help to ensure that the school operates smoothly and communication is good.
27. The deputy headteacher also provides very good leadership. An effective partnership between the headteacher and deputy has been established. Together they have raised staff expectations of what pupils can achieve and have developed a positive attitude to change among the staff. Subject leaders have provided effective support in this area too. There is a shared commitment to improvement and success within the school where continuous training and sharing expertise is part of the school's culture. The school has been involved in a county, staff well-being initiative. Participation in this scheme has shown that the individual and organisational well-being of the school is favourable. These positive features have contributed to improvements in standards and in the quality of teaching.
28. The role of subject leaders is well defined and this is an improvement since the last inspection. Subject leaders are generally well informed about their subjects. They monitor the quality of teachers' planning and view pupils' work to evaluate standards and coverage. Policy statements and schemes of work particularly in English, mathematics, science and ICT are of good quality. The effective subject leadership contributes to the above average standards achieved. However, opportunities for subject leaders to observe and support teaching are limited.
29. National Curriculum test results are thoroughly analysed by senior staff. Results are compared nationally, locally and with similar schools. They are also analysed by gender. Strengths and weaknesses in pupils' learning are identified and curricular planning and teaching is adapted to

make necessary improvements. The school has a clear policy for effective teaching and learning. The headteacher, deputy headteacher and the local education authority adviser carry out classroom observations and provide constructive feedback to teachers on their work. This process is appropriately linked to performance management. Class observations are effectively used to set development targets and identify individual training needs. The effective monitoring and development of teaching contributes to the consistently good teaching throughout the school.

30. The governing body are effective and supportive. All statutory responsibilities are met and they have a good knowledge and understanding of the school's strengths and areas for development. They are well led by the Chair of Governors. Governors are appropriately involved in planning and decision-making. Governors are more actively involved and more effective than at the time of the last inspection. Financial planning and management are good. The school has a larger than normal carry forward of funds, however, the headteacher and governors have clear plans for this. For example, with new nursery provision coming onto site next year, the school has anticipated the need for additional learning resources and equipment.

## **WHAT COULD BE IMPROVED**

### **Procedures for promoting good attendance**

31. During the past three years, the school's attendance rate has been below the national average. Registers are completed correctly and meet all requirements. The school's monitoring of attendance is good and the school has an accurate record of attendance. However, the promotion of good attendance is less effective.
32. During the second day of the inspection, 25 pupils were absent and 16 of these were on holiday. The school has no unauthorised absence because it is effective in encouraging parents to provide reasons for absence. Pupils have very positive attitudes to school. They show interest and enthusiasm for learning. The main reason for the below average attendance figures is that too many pupils take holidays during term time and this can adversely effect their progress as important work is missed.
33. Neither the school prospectus nor the governors' annual report to parents give clear messages about the importance of regular attendance. Furthermore, the school has not taken effective action to target parents whose children have unsatisfactory levels of attendance.

### **Annual reports to parents**

34. The findings of the parents' questionnaire indicate that some parents do not feel that they receive sufficient information on how well their child is getting on. The school offers opportunities each term for parents to discuss progress with the teachers. In addition to this, the school is happy to discuss matters at any time with an arranged appointment. These arrangements are good and exceed requirements.
35. The school provides an annual report of individual's progress at the end of the year. Reports comply with statutory requirements. They provide information about each pupil's attendance, general progress, attitudes and relationships. Comments are made about learning in all National Curriculum subjects and religious education. Reports also include two or three targets to help pupils to improve. However, these targets tend to refer mainly to learning in literacy and numeracy. In this reporting system, pupils have the opportunity to review their learning and set themselves targets for improvement. This is a strength of the reporting system.
36. Overall, the reports are satisfactory, but there are areas for improvement. Comments in the different subjects place too much emphasis on what topics or units of work have been covered. While this information is useful to parents, there is insufficient information about the standards reached by the pupil. Some reports do indicate what the pupil knows, understands and can do, but there is no indication as to what extent the pupil is reaching the expected standards set out

in the National Curriculum. Often there is no clear comment on the progress that the pupils have made during the year in each subject. Parents have commented that they would like more information about the standards their child attains and the inspection team agrees that this is a reasonable request.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

St Augustine's is a school that is doing well and very well in some areas. The following two areas are in need of some improvement. The headteacher, school and governors should:

(1) improve levels of attendance by:

- promoting the importance of good attendance to parents and pupils;
- monitoring attendance and targeting parents whose children have poor levels of attendance.

(paragraphs 31-33)

(2) improve annual reports to parents by:

- indicating the standards that pupils attain;
- giving clear information about the progress made in each subject during the year;
- extending targets for improvement to subjects other than English and mathematics.

(paragraphs 34-36)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	5	7	0	0	0
Percentage	5	31	26	37	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	201
Number of full-time pupils known to be eligible for free school meals	25

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	39

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	6.3

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	17	17
	Girls	13	13	13
	Total	26	30	30
Percentage of pupils at NC level 2 or above	School	87 (87)	100 (87)	100 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	17
	Girls	13	13	13
	Total	27	30	30
Percentage of pupils at NC level 2 or above	School	90 (87)	100 (90)	100 (93)
	National	85 (84)	89 (88)	89 (88)

*Percentages in brackets refer to the year before the latest reporting year.*

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	12	16
	Girls	16	14	17
	Total	32	26	33
Percentage of pupils at NC level 4 or above	School	94 (85)	76 (76)	97 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	12	16
	Girls	14	14	18
	Total	30	26	34
Percentage of pupils at NC level 4 or above	School	88 (79)	76 (76)	100 (82)
	National	72 (70)	74 (72)	82 (79)

*Percentages in brackets refer to the year before the latest reporting year.*

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	169
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	24.4
Average class size	28.6

**Education support staff: YR – Y6**

Total number of education support staff	8.0
Total aggregate hours worked per week	127

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

**Financial information**

Financial year	2001
	£
Total income	439,069
Total expenditure	442,423
Expenditure per pupil	2,201
Balance brought forward from previous year	27,836
Balance carried forward to next year	23,482

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	201
Number of questionnaires returned	84

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	30	6	0	0
My child is making good progress in school.	65	34	1	0	0
Behaviour in the school is good.	65	32	0	1	2
My child gets the right amount of work to do at home.	35	56	9	0	0
The teaching is good.	66	30	1	1	1
I am kept well informed about how my child is getting on.	42	38	15	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	30	6	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	42	46	6	6	0
The school is well led and managed.	67	29	4	0	0
The school is helping my child become mature and responsible.	71	27	1	0	1
The school provides an interesting range of activities outside lessons.	24	46	24	5	0