

INSPECTION REPORT

ST. AUGUSTINE'S C of E PRIMARY SCHOOL

Scaynes Hill, Hayward's Heath

LEA area: West Sussex

Unique reference number: 126009

Headteacher: Mrs Christine McCarney

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 26-27 November 2001

Inspection number: 196487

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Vicarage Lane Scaynes Hill Hayward's Heath West Sussex
Postcode:	RH17 7PB
Telephone number:	01444 831371
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Brunet
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary controlled Church of England primary school for pupils aged between four and eleven years is below average in size. It serves the small rural village of Scaynes Hill, about three miles from Haywards Heath in West Sussex. It has 85 pupils on roll; 81 pupils attend full-time and 37 are boys and 44 are girls. The number of pupils on roll has fallen by a quarter since the last inspection in 1997. At the time of the inspection four children aged under five (one boy and three girls) attend the school on a part-time basis. Most pupils come from the local area, which is above average in socio-economic terms, as it contains a high proportion of private housing. At present there are twelve pupils with special educational needs attending the school, a below average number. The proportion of pupils with statements of special educational needs matches that found nationally. No pupils come from homes where English is an additional language or from ethnic minority backgrounds. Approximately 7 per cent of the pupils are eligible for free school meals. The children's attainment on entry varies considerably from year-to-year, generally it matches that found nationally.

HOW GOOD THE SCHOOL IS

St Augustine's continues to be a good school. In recent years, despite meeting the needs of pupils with widely differing prior attainment, standards have risen to above average in literacy and numeracy over time. The school has been successful in building upon the positive pupils' achievement and in steadily improving the quality of provision. In response to well-focused leadership and management and consistently good planning and teaching the curriculum, most pupils now achieve well, in relation to their prior attainment, as they move through the school. The school provides good value for money.

What the school does well

- Pupils develop strong skills in literacy and use and extend them productively to enrich their learning across the curriculum.
- Under the guidance of a capable and experienced headteacher, the governors and staff evaluate standards thoroughly, target pupils' needs accurately and ensure that financial, human and physical resources are used successfully to promote the pupils' achievement.
- Staff, governors and the parents work very well together to sustain a caring ethos that enriches the pupils' positive attitudes and good learning.
- Good teaching and a well-planned curriculum are significant strengths that help all pupils, across the range of prior attainments, to achieve well as they move through the school.

What could be improved

- More opportunities could be provided to promote the pupils' personal development and their independence in learning, as they grow older.
- The wider cultural development of the pupils has been improved, but there is scope to prepare pupils more fully for life in Britain's multi-cultural society.

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 improvement since the last inspection. Since 1996, despite fluctuations, standards have risen at a rate above the national average for primary schools. The quality of teaching is better and curricular provision has been strengthened. National literacy and numeracy strategies are implemented well. Key issues from the previous inspection have been addressed purposefully and, for example, (potentially) higher attaining pupils are challenged more systematically, information and communications technology (ICT) is now taught more effectively, and the school has improved its library provision substantially. As a consequence, all pupils from the range of prior attainments now make good progress through the school. There is a clear vision for the future and the school is well placed to continue this improvement.

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	A	A*	C	D
mathematics	A*	A	C	E
science	A	B	C	D

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Given the significantly differing levels of attainment and the variable numbers of pupils in each year group, care must be taken not to place too much emphasis on one year's performance. Even though the performance of Year 6 pupils in the National Curriculum tests in 2001 showed a fall in standards compared to previous years, they represented good achievement for these pupils in relation to their prior attainment. When taken together, the results achieved by pupils in Year 6 over the past five years show a trend of rising standards which is above that found nationally. Inspection evidence shows that the pupils make good progress in most lessons and by the end of Year 6 attain standards that are above the national average, especially in English, mathematics and science. The performance of the pupils in the National Curriculum tests at Year 2 also vary considerably depending on the number of pupils tested and their previous attainment. Inspection shows that pupils currently in Year 2 generally attain average standards in English, mathematics and science. Across the school, pupils of all levels of prior attainment are achieving well in English, mathematics and science. They also do well in ICT and in foundation subjects such as art and history. Standards of work seen in Reception were broadly average in early reading, writing and number skills. Children in their Reception Year achieve well overall. Pupils who have special educational needs and potentially higher attaining pupils also make good progress in lessons. Across the school, the improved rate of achievement has been accomplished by an effective and ongoing focus on raising boys' skills whilst girls have consistently maintained above average standards. The school sets appropriately challenging performance targets based on knowledge of pupils' prior attainment, and then motivates pupils to strive hard to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages enjoy school and their interest in learning is high.
Behaviour, in and out of classrooms	Pupils behave well in and around the school.
Personal development and relationships	Pupils form good relationships. They respect and care for each other but could acquire even greater levels of responsibility if opportunities to show initiative were more consistently available as they progress through the school.
Attendance	Attendance is well above the national average and contributes significantly to the pupils' smooth continuity of learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teaching is good overall; it is a consistent strength across the school and it is successful in promoting the pupils' learning. Teaching was satisfactory in one in four of the lessons observed, and good in one in four. In one in every two lessons, teaching was very good, and occasionally excellent. Most of the teaching observed in the Reception and Year 1 class and in the Years 5 and 6 classes was very good and the teaching in other classes was good overall. The teachers' knowledge and understanding of the National Curriculum is considerable. They make lessons challenging and interesting, therefore learning is successful. Teaching methods are often inspirational, especially in literacy and numeracy lessons. Teachers are successful in developing good relationships and especially in adapting the curriculum to meet the differing needs of all the pupils. As a result, all pupils, including those with special educational needs, are highly motivated and work hard. At both the infant and junior stages pupils produce an impressive quality and quantity of written work. They also respond thoughtfully in oral and practical activities in other subjects, such as science, history and physical education. The needs of Reception children are well met in early reading, writing, and mathematical development. Literacy and numeracy skills are taught particularly well across the school and the pupils' proficiency in writing supports good learning in other subjects. Occasionally during practical work the teachers' management of the pupils' behaviour slips, often it is the boys who become restless and learning is restricted. The teachers are aware of this issue and have made good progress this term in re-establishing good behaviour.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, with particularly well planned strategies for the teaching of literacy and numeracy skills and for adjusting the curriculum to meet pupils' needs. However, opportunities for pupils to show initiative in their learning could be offered more consistently.
Provision for pupils with special educational needs	The school caters well for pupils with special educational needs and enables them to achieve at the same rate as their peers in a wide range of skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, strong support for the pupils' moral and social development, satisfactory provision for the pupils' spiritual and cultural development, but scope to enrich the pupils' awareness of life in multi-cultural Britain.
How well the school cares for its pupils	The school takes good care of its pupils. Staff have worked hard in recent years to develop good strategies for assessing pupils' work. As yet these are not fully used to inform future teaching and learning.

Staff co-operate very supportively with parents and the consistency of the pastoral care offered to the pupils and the way in which their differing needs are met are strengths of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very clear direction and promotes a strong shared commitment to improvement and capacity to succeed, which significantly aids the pupils' learning.
How well the governors fulfil their responsibilities	Governors fulfil statutory responsibilities well. They make the most of their wide-ranging skills and expertise.
The school's evaluation of its performance	The school is very good at evaluating how well it is serving most pupils and in taking action to address areas of further development.
The strategic use of resources	The school makes skilled use of specific grants, the work force, accommodation and learning resources to raise educational standards. There is scope to make even better use of the library, however, to promote the pupils' independence in their learning.

The school is very effective in applying best value principles. Current and planned developments are well conceived and are being skilfully introduced to meet the pupils' needs. They include plans for improvements in outdoor play facilities for Reception children, and continued use of ICT to promote learning across the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are expected to work hard and achieve their best. • The school is helping their children to become mature and responsible. • The school is well led and managed. • The teaching is good. • Parents would feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • The degree to which the school keeps the parents well informed. • The progress the pupils make. • The amount of work given to pupils to do at home.

Inspectors agree with the positive views expressed. The school provides good information for parents and has strengthened the information supplied to parents about the pupils' progress in their annual reports. The inspection team judges that homework is set in accordance with the school's policy and matches that expected of pupils of this age nationally. Evidence shows that pupils now make good progress through the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils develop strong skills in literacy and use and extend them productively to enrich their learning across the curriculum.

1. Children are encouraged to contribute during discussions from an early age. In the Reception and Year 1 class the children are taught to use and explore a wide range of words. They extend their everyday vocabulary quickly and enjoy the challenge of thinking about new words, what they mean and how they are spelled. The teacher's good use of questions such as, "Where does wood come from?" when considering what a doll's house is made of promotes interest and effective learning. This strong emphasis on discussion, supported by a genuine appreciation of the pupils' responses and ideas continues well in the Years 1 and 2 classes. Specific learning objectives are discussed openly and shared with the pupils. In a numeracy lesson for example, the pupils' learning of fractions was enriched by a clear understanding of the intentions of the lesson and by preceding mental work on halving numbers. Expectations were high and the work was enjoyable and productive. This strong emphasis on discussion and sharing ideas is seen in all classes. It is continued in Years 3 and 4, for example, when evaluating each other's balances in gymnastics and when comparing and contrasting poems in English. By the time pupils are in Year 6 they are confident and capable speakers, well able to participate knowledgeably in whole class or group discussions. In the Years 5 and 6 classes, for example, the pupils were extra-ordinarily interested when discussing aspects of Victorian life and asked powerful questions such as, "What happened to the street children?" This specific use and extension of the pupils' vocabulary significantly enriched their learning.
2. The pupils have many and varied opportunities to develop good reading and writing skills, and these are taught well across the school. The pupils use these skills confidently to extend their knowledge and use of language and an increasing proportion of pupils acquire significant skills in writing. Evidence of this was seen in English lessons, in Years 3 and 4 and in 5 and 6, for example, when the pupils studied adverbs and then Florence Nightingale and autobiography respectively. Good writing skills are promoted and also support the pupils' work in music, where in a Reception and Year 1 lesson, the pupils composed their own chorus when singing a 'Shopping Song'. The pupils' well developed writing skills are used well by the teachers to promote learning across the range of other subjects, for example in Year 6 when describing the use of electrical circuits, when investigating soils samples and when predicting scientific outcomes.
3. Displays in all classrooms and shared areas present numerous examples of the successful way in which the teachers use the pupils' writing to enrich learning across the breadth of the curriculum. Pupils' strengths are considered carefully in Reception and Year 1. Pupils' feelings are explored in Years 1 and 2. Pupils in Years 3 and 4 display their thoughts about, "What seeds do we need to sow inside us to become a gentle person?" Older pupils in Years 5 and 6 extend their literacy skills and list their ideas in their 'daily' newspaper. The scrutiny of work was equally productive in demonstrating the very good use and extension of the pupils' writing skills in the range of subjects across the curriculum. All these strategies illustrate the beneficial effect of the pupils' well-developed literacy, especially writing skills, in promoting learning in other subjects and their good achievement.

Under the guidance of a capable and experienced headteacher, the governors and staff evaluate standards thoroughly, target pupils' needs accurately and ensure that financial, human and physical resources are used successfully to promote the pupils' achievement.

4. The headteacher is a very experienced and effective leader and manager and is absolutely committed to making St. Augustine's a school that parents and the community can be proud of. She constantly strives to improve its facilities, resources and working conditions for the benefit of pupils and the staff team. Everything she does is in the interest of the pupils and in enabling them to attain as highly as possible, academically and personally. The headteacher is proud of the school's achievements but at the same time is not complacent. Much of the school's success

stems from her willingness to work closely with staff and governors to pursue the school's shared aims. These are effectively laid out in the School Prospectus. Furthermore, the School Development Plan shows how the school will take action to meet these aims and improvement priorities. They are constantly being reviewed and evaluated in terms of their successful management. The headteacher and her colleagues also respond positively to recommendations from external audits of provision, such as the key issues arising from the previous inspection report. National initiatives such as the National Literacy and Numeracy Strategies are embraced with enthusiasm and energy for the benefit of the pupils.

5. Providing consistently good teaching is at the heart of the headteacher's vision. She leads by example using her very good teaching skills selectively to address needs by working with pupils and alongside staff to support their professional development. She has traditionally helped to teach physical education and takes responsibility as co-ordinator for pupils with special educational needs. She is increasingly helping to support teachers with the small minority of boys with behavioural needs. The pupils respond positively, particularly to her teaching of physical education, and join in wholeheartedly.
6. The headteacher knows how important it is to see at first hand what is happening in the classroom and has for several years developed an effective programme of lesson observation and feedback to encourage and spread good practice. New regulations for performance' management have been wholeheartedly accepted by the teaching team. Teachers know that they can all benefit from its implementation and are not threatened by it. All agree that the school's professional development days and programme of in-service training are well matched to key priorities in the School Development Plan. They enrich the teachers' expertise and competence. For example, the drive to raise standards in ICT has been particularly well supported by National Grid for Learning training opportunities.
7. The headteacher and governors have very rigorous systems for measuring pupils' levels of attainment and assessing needs. They are skilled at analysing assessment results and at tracking individual progress. They use the information to set appropriate future performance targets and measure the value added by the school. The headteacher is careful to identify how well different groups of pupils perform in tests and is quick to spot relative weaknesses. Earlier this year, for example, she recognised that boys' obtained less favourable results in writing compared with boys nationally and with girls in the class. She set clear objectives to raise standards by providing additional teaching and learning support to develop the boys' skills and interest in writing and increasing their confidence to do as well as the girls. The inspection team found that underachievement by boys is being addressed effectively and that which remains is more associated to lower levels of prior attainment and special educational needs and these too are being addressed.
8. All staff, including those who work in the office, supervise at playtimes, and support in the classroom, voice their satisfaction with the way they are consulted and included in debate. They clearly share a strong feeling of collective responsibility and job satisfaction. The teachers share the responsibilities for co-ordinating subjects. They work effectively as a staff team and consult with each other and support each other on a day-to-day basis. The headteacher visits and monitors classroom practice purposefully on a regular basis but there is scope to delegate more responsibility to individual teachers, particularly the co-ordinators of numeracy and literacy. This would enable them to have a greater awareness of standards across the school and to promote improvement more successfully.
9. Overall, it is the good quality of leadership and management that has enabled the school to improve in recent years. Progress has been so successful that the school not only challenges higher attainers well, an aspect listed in need of improvement by the last inspection, but it now enables pupils, from a range of prior attainments, to achieve well.
10. The previous inspection report acknowledged the increasingly active part governors played in the life of the school. It also advocated developing the role of the governing body so that governors could be more closely involved in making decisions and monitoring the work of the school. The

partnership between governors, headteacher and staff is now firmly established. Even though there are several new members, the governors are knowledgeable and meet their statutory duties. They are ably led by the chair of governors and manage their responsibilities very effectively through working committees with clearly defined roles.

11. Particularly successful examples of the governing body's contribution to the future planning and development of the school include the decision to re-structure the staffing of the school. Since the last inspection, the governors have balanced the school's budget and ensured cost effective use of the funds available by making the post of deputy-headteacher redundant when the numbers of pupils attending the school and consequently the finance available fell. In addition governors have accepted the headteacher's detailed analysis of the pupils' performance in recent National Curriculum tests and have agreed to meet the pupils' needs, for example, by providing additional teaching and classroom support for pupils in Year 3. Further, the governors have led the creation of additional library and teaching areas-another issue for improvement highlighted during the last inspection. More recently still, by utilising funds carried forward in the budget, governors have ensured that resources for ICT have been significantly upgraded and as with the other developments mentioned earlier, all are having a beneficial impact on the pupils' learning.
12. The governors work well with the headteacher and staff and are now keen to find out the value added in terms of a wider range of learning opportunities for pupils. They have plans to extend the outdoor play area for the younger children, and to extend ICT resources to support learning across the curriculum. The governors use their wide expertise well in considering and achieving 'best value' particularly by supporting the headteacher and staff in maintaining pupils' achievements despite the varied levels of the pupils' prior attainment. This awareness creates confidence that they have the capacity to succeed into the future and that St. Augustine's is a truly self-evaluating and improving school.

Staff, governors and the parents, work very well together to sustain a caring ethos that enriches the pupils' positive attitudes and good learning.

13. Since the previous inspection governors and staff have strengthened communication with parents. They encourage parent governors to keep in touch with the families they represent. They go to great lengths to make the annual report informative and the annual meeting interesting. Governors give full support to staff in ensuring that parents are kept fully informed about their children's progress and the good quality of the pupils' individual reports illustrates this. Governors and staff take the parents' views seriously and are determined that the school and parents work together to sustain and develop good practice and ensure that parents feel well informed and consulted. Local initiatives such as the school's support for the village hall, the school's acquisition of new library facilities and the school's improved resourcing for ICT are good examples of this successful partnership that supports the pupils' learning well.
14. When questioned, all members of the school community, including the pupils themselves, readily identified the warm, friendly relationships and the welcoming ethos promoted by the headteacher and staff, as the key aspects in the ongoing improvements to the school. Parents stress their confidence in sharing issues of concern with the school, and staff express their appreciation and note their improved effectiveness, through productive teamwork and the sharing of expertise. New governors also note and welcome the increased opportunities for them to contribute to a secure educational direction. The headteacher takes a strong lead in promoting an effective team approach to the development of the school. Regular consultations between all members of the school community, particularly about the pupils' needs and their performance in National tests, for example, ensure that views and expertise are shared effectively and that decisions are based on accurate information. Difficult issues are aired fully, for example, the behaviour of pupils and this has helped the school to develop effective strategies for supporting pupils.
15. Observations of the everyday life of the school show the consistency of the caring provision across the whole school and this is a significant strength. Expectations of good effort and achievement are shared with all parties and the vast majority of the pupils responds positively, try to please and give of their best. The way that the pupils listen carefully and with respect to fellow pupils performing in

assemblies and contributing to discussions in the classrooms are good examples of the beneficial effect of this good level of care and guidance.

16. Governors and adult helpers readily give of their time to support staff in maintaining a wide curriculum. The teachers implement literacy and numeracy strategies confidently and enthusiastically knowing that such concentrated study is not leading to a narrowing of the opportunities offered. Pupils are able to express themselves well through discussion and writing and also even more creatively through art and design, design and technology and in music and drama. Opportunities for the pupils to present their ideas are a regular part of the day-to-day classroom activity but there is scope to widen these opportunities outside the classrooms, during break-times, for example, to help the pupils to improve their skills and to make good progress in their learning.
17. All adults working in the school provide very good role models and the pupils are well supported well in their moral and social development. This active ethos of caring is supported well by the school's links with the local church. Christian principles underpin the school's values and help to ensure the consistently very good attitudes across the school which nurture the pupils' good learning. Much of the more successful teaching observed during the inspection included positive experiences whereby the pupils were enthused by their learning experiences. Occasionally however, opportunities for the pupils to extend their spiritual awareness through moments of reflection are not fully developed and there is room to prepare such moments more precisely when planning lessons and assemblies. The pupils themselves readily agree that the school continues to improve and is well placed to continue happy and productive learning.

Good teaching and a well-planned curriculum are significant strengths that help all pupils, across the range of prior attainments, to achieve well as they move through the school.

18. The teaching in the school has developed from strength to strength from the previous inspection. The teaching was identified as generally good at the time of the previous inspection, but inspectors considered that more could be expected of higher attainers, particularly in English and mathematics. Since then, as a result of careful implementation of the National Literacy and Numeracy Strategies, more detailed planning of the curriculum and new staff appointments, there has been a continued improvement in the quality of teaching and learning, not only for potentially higher attaining pupils, but for all pupils from the range of prior attainments, including pupils with special educational needs. This inspection shows that teaching is good overall, with a significant proportion of the lessons observed being very good. Teaching is never less than satisfactory for all pupils and in all classes.
19. Important factors present in all the successful lessons observed were the thorough planning with clear learning objectives, the good use of support assistants and resources and the rigorous but friendly questioning to extend the pupils' thinking and learning. The teachers are very knowledgeable about what is to be taught within the National Curriculum and are very aware of the learning needs of individual pupils. Teachers assess the pupils' responses accurately on a day-to-day basis and they have worked hard and to good effect to improve the quality of their formal assessments of the pupils' skills. This is helping them to match the level of challenge presented in lessons, to the pupils' prior knowledge, and this is enriching the pupils' learning. For example in a history lesson in Years 5 and 6 the teacher used questioning most successfully to explore what the pupils already knew about the 'census'. This captured the pupils' interest and promoted their understanding. Starting with the baseline assessments of the children's skills on entry to the school, the teachers record and evaluate the pupils' their progress and attainment systematically as they move through the school. The information gathered is used to ensure accurate reporting to parents and to inform future teaching and learning productively.
20. Such good practice was seen in most lessons: notably in English and mathematics lessons, such as, for example in a mathematics lesson in Years 1 and 2, where the teacher used perceptive links with the pupils' previous experience to extend learning. This was achieved, for example, by discussing how a cake can be shared equally between members of a family. This practical approach to solving problems greatly enhanced the pupils' understanding that fractions are equal

parts of a whole. In an art and design lesson, with pupils in Years 3 and 4, the teacher continued to promote their awareness of pattern by questioning pupils closely and by making comparisons, within other paintings in previous lessons. These strategies are successful in building upon the pupils' previous work and support good progression in the pupils' learning.

21. Observations of teachers working with pupils across the range of prior attainments showed that the teachers set and share clear learning objectives most productively with the pupils. This raises interest levels and promotes positive attitudes and effective learning. Recently the school is also targeting other specific groups of pupils to more closely address their needs. For example, as evidenced by the results in the most recent National Curriculum tests at the end of Year 2, the current Year 3 group of pupils contains a higher proportion than usual of below average attainers. Following the headteacher's careful analysis these pupils are now being aided by additional learning support and teaching especially for English or mathematics. These pupils, including several with special educational needs are now making good progress in lessons. Following criticism in the last inspection report, the teachers now offer good challenge for higher attaining pupils also. The sharing of lesson intentions at the beginning of lesson and the careful review of new learning in discussion (plenary) sessions at the end of lessons is equally beneficial for all pupils. This was seen to excellent effect in an English lesson in Years 5 and 6 where the teacher developed the pupils' understanding of biography and autobiography rigorously and successfully through precise questioning and revision. Such careful consideration of learning objectives was also seen to very good effect in physical education and science lessons in Years 3 and 4 and in Reception and Year 1 classes respectively. The pupils were engrossed in their work, enjoyed the practical activities and made very good progress. The teachers encourage productive enjoyment of learning, for example, by using role-play to enrich subjects such as geography and by employing group discussion and research to extend the pupils' thinking in history.
22. Occasionally, a few pupils, mainly boys, lose concentration and behave inappropriately during practical work and teachers are not precise enough in their expectations of good behaviour and this restricts learning. Generally though teachers are successful in promoting positive attitudes and good behaviour by valuing the pupils' effort and responses and this helps to sustain good learning. The teaching in the most successful lessons encourages the pupils to assume a responsibility for this own learning. Problem solving was a successful feature of most mathematics lessons observed, for example, and research was a beneficial strategy used in history and science lessons. In general, however, there is scope for the teachers to promote the pupils' personal development more in their learning. For example, by using the library and computers to follow their own lines of enquiry and on occasions to pursue their own interests in support of their learning.
23. With very good direction from the headteacher, the teachers have worked effectively in recent years to establish a curriculum that enables the pupils to develop their skills systematically as they move through the school. The new Foundation Curriculum for children under five is being introduced appropriately in the Reception class and the children are presented with the full range of the recommended areas of learning. Literacy and numeracy strategies are implemented most successfully in the different classes and all subjects are supported by detailed schemes of work. The school uses guidance from the 'Curriculum 2000' effectively and has established a good curriculum for the range of subjects. Clear and carefully thought-out curriculum plans support the teaching well and together this provision is the key element in ensuring the pupils' good achievement. Indeed observations of very good teaching now suggest that an increasing number of pupils are making very good progress, as they grow older. Overall, inspection confirms the opinion of the vast majority of parents who responded to the questionnaire, that teaching is a significant strength that has a very positive influence on the pupils' learning.

WHAT COULD BE IMPROVED

More opportunities could be provided to promote the pupils' personal development and their independence in learning, as they grow older.

24. Parents are impressed by the way all adults conduct themselves and set a very good example to pupils of how to work together. They were quick to point out that most pupils are considerate of each other and co-operate well. They praised the school's reward systems, especially the class merits that do much to motivate pupils to try hard to achieve at their best, and behave well.
25. During the inspection, the team soon confirmed the accuracy of parents' views about the school's very supportive ethos, its high expectations, and pupils' pride in their school. When questioned the pupils provided many examples of things they like about St. Augustine's. Pupils clearly share a sense of community and welcome the opportunities for them to take responsibility. Older pupils drew inspectors' attention to the value of the house system and the sense of belonging it encourages. They like the class discussions and contribute willingly. The pupils refer to recent discussions about setting up a 'School Council' and readily state that they are more deserving this term of such opportunities to take a greater responsibility.
26. Opportunities for pupils to take responsibility and to show initiative in their learning are evident in the more successful lessons and are satisfactory overall. Nevertheless in comparison with other areas of strong provision, for example, the broad curriculum, there is scope to offer increased responsibility to the pupils and to promote their personal development more as they grow older. Most pupils are capable of using and benefiting from a 'School Council' whereby their views could have a greater impact on the life of the school and enrich their learning more. A pattern of increasing expectation that the pupils should exercise greater involvement and initiative in their learning as they move through the school is not readily apparent. For example, few pupils were observed using the library or the classroom computers, to follow their own lines of inquiry or to contribute to hobbies or pastimes, during the inspection. This represents a lost opportunity to build even more successfully on the concept of developing pupils' skills by encouraging pupils to contribute to life in a small community. Inspection shows that the school is now well placed to offer more responsibility to pupils, for example by teaching and allowing them to use the library, ICT and outdoor facilities more frequently in and out of lesson time. This would enable pupils to extend their interests, develop their skills and achieve even more successfully.

The wider cultural development of the pupils has been improved, but there is scope to prepare pupils more fully for life in Britain's multi-cultural society.

27. The breadth and depth of the teachers' curriculum planning has improved the quality of the teaching and of the pupils' learning beneficially since the last inspection. This has resulted in more thought being given to promoting the wider cultural dimension of the pupils' learning, not only in religious education but also in subjects such as art and design, history, geography and music. Observations of lessons, assemblies, the pupils' work and displays in classrooms illustrate this good range of study. Topics in religious education have covered Hindu festivals and Christian 'Creation Stories'. Work in art and design has included studies of the colours and pattern of Benim textiles. Geographical studies have referred to 'Chembakolli' - a village in India. Recorded music used to accompany pupils as they enter and leave assembly contains examples from various cultures, for example, Indian music entitled 'A meeting by the river'. Such topics enrich the pupils' awareness of other cultures. This is additionally strengthened through the school's involvement and support of charities such as Christian Aid to support 'Fair Trade' and by the pupils' increasing use of the 'Internet' and ICT to research topics such as the Victorians in history. Consequently there has been improvement in the pupils' cultural development since the last inspection.
28. Whilst the pupils' now have a good knowledge and awareness of the extent of wider cultural and religious belief across the world their awareness and understanding of the presence of these cultural and religious differences within Britain is less evident. The school has identified this as an area for development within its development plan. The school needs to review the planned

curriculum to ensure that opportunities to raise the pupils' awareness of the diversity of British culture are fully taken. For example, a very good lesson about the community seen during the inspection could have been used as an ideal springboard to consider how cultural religious differences can influence life in a community. Equally, studies of other religions could usefully include reference to and information about such faith communities in Britain. Links with other schools, other faith communities and contributions from visitors should be explored to obtain information that would prepare pupils more fully for life in Britain's multi-cultural society.

29. Most pupils questioned responded very articulately about many issues, but did not respond as confidently when questioned about multi-cultural Britain. The scrutiny of pupils' work and further examination of the school's aims and planning did not reveal as detailed an intention to prepare the pupils for life in Britain's multi-cultural society as other areas of the curriculum. Consequently the school's cultural provision could be enriched even further to prepare the pupils for life in Britain's increasingly diverse communities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30 In the context of the school's many strengths and in order to continue the successful development of the school and to bring all aspects of the school's provision to a high standard, the governors headteacher and staff should:

- provide more opportunities to promote the pupils' personal development and their independence in learning, as they grow older; (as referred to in paragraphs 24, 25 and 26)
- enrich the pupils' awareness of life in Britain's multi-cultural society by providing more time for the pupils to reflect and to consider their understanding in this aspect. (as referred to in paragraphs 27, 28 and 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

Number of discussions with staff, governors, other adults and pupils

17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	3	3	0	0	0
Percentage	8	42	25	25	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

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	83
Number of full-time pupils known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	12

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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 2 (Year 6)

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	17
Percentage of pupils at NC level 4 or above	School	72 (100)	78 (93)	94 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	15	18
Percentage of pupils at NC level 4 or above	School	89 (79)	83 (93)	100 (93)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	81
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

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

Total number of qualified teachers (FTE)	5.04
Number of pupils per qualified teacher	22.1
Average class size	22

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	56

Financial information

Financial year	2000-2001
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	£
Total income	278,921
Total expenditure	262,044
Expenditure per pupil	2,657
Balance brought forward from previous year	361
Balance carried forward to next year	16,238

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	99
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	57	2	0	2
My child is making good progress in school.	39	50	6	5	0
Behaviour in the school is good.	27	57	7	0	9
My child gets the right amount of work to do at home.	34	48	9	2	7
The teaching is good.	48	47	5	0	0
I am kept well informed about how my child is getting on.	30	59	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	50	48	0	0	2
The school expects my child to work hard and achieve his or her best.	43	55	2	0	0
The school works closely with parents.	27	59	7	0	7
The school is well led and managed.	40	54	2	2	0
The school is helping my child become mature and responsible.	34	61	5	0	0
The school provides an interesting range of activities outside lessons.	43	48	7	0	2

Other issues raised by parents

The vast majority of parents who attended the meeting with the Registered Inspector, and who responded in the questionnaire, stated their whole-hearted support for the staff of the school. A few parents suggested that it would be helpful if the school could re-state the specific time when pupils are allowed into school at the beginning of the school day.