

INSPECTION REPORT

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Heathcote Street

Coventry

LEA area: Coventry

Unique reference number: 103720

Headteacher: Miss C Walsh

Lead inspector: Julie Moore

Dates of inspection: 6th - 8th June 2005

Inspection number: 267740

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	294
School address:	Heathcote Street Radford Coventry West Midlands
Postcode:	CV6 7BL
Telephone number:	024 7659 6988
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs S Mawson
Date of previous inspection:	8 th February 1999

CHARACTERISTICS OF THE SCHOOL

St Augustine's is an average-sized Catholic Primary School that is situated in Radford, a suburb of Coventry. There are 294 pupils from the age of 4 to 11 on roll. Many pupils live in the parish but a few live further afield. Most pupils are from White English backgrounds. An increasing number of pupils are from a wide range of minority ethnic backgrounds including mixed race, Asian or Black and a number of these pupils do not speak fluent English. An average proportion of pupils take up free school meals. The proportion of pupils with special educational needs is above average. These pupils have a range of learning difficulties, which are predominantly moderate learning difficulties alongside social, emotional and behavioural difficulties. Further groups of pupils have specific or severe learning difficulties, speech or visual impairments and autistic tendencies. A below average proportion of pupils has a statement which supports their special educational need. When children join the Reception class their skills and understanding are well below average, especially in speaking, listening and mathematical development as well as in personal, social and emotional development.

Over recent times there have been a number of significant changes to the school population. Since the last inspection there is a higher proportion of pupils with learning difficulties, the school's intake has changed to be more culturally diverse, and there have been a number of recent staffing changes that have been due to circumstances outside the school's control. New staff are permanently in post and the staffing situation has stabilised. The school is participating in the Intensifying Support Programme, a government initiative, which is supported through the Local Education Authority, and is designed to boost standards in English and mathematics.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8710	Julie Moore	Lead inspector	English Physical education English as an additional language
13395	Joanna Illingworth	Lay inspector	
1189	Sharon Brown	Team inspector	Art and design Design and technology Music Foundation Stage
18346	Rod Bristow	Team Inspector	Mathematics Geography History Special educational needs
20007	Trevor Neat	Team inspector	Science Information and communication technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Augustine's Catholic Primary School provides a **satisfactory** education for its pupils. Since the time of the previous inspection standards have fallen due to a number of reasons, which include a large turnover of staff. During this time, the profiles of pupils entering the school have also changed. The children are starting school with well below average skills and understanding when compared to children of similar age. The proportion of pupils with special educational needs has risen, and for them, learning is a slow process, although most achieve well against their individual targets. Pupils with English as an additional language are a rising group. They are spread across the ability range and they achieve well. Overall, pupils' achievement is satisfactory, as is the quality of teaching and learning. Leadership and management are satisfactory. Governance is good and the leadership of the headteacher and the senior team is sound. In 2004, the school volunteered to take part in a government initiative: the Intensifying Support Programme (ISP). The main aim of the project is to raise standards in English and mathematics at the end of Year 6, which is starting to happen.

The school's main strengths and weaknesses are:

- Standards are not high enough in English and mathematics.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- There is not enough rigour in the school's analysis of its performance.
- Governance is good.
- Teaching is good in Years 1 and 2 with good features in other year groups.
- Children receive a good start to their education in the Foundation Stage¹.
- Attendance is low and pupils are missing valuable time in school, which affects their standards adversely.

The school has made **satisfactory** progress since the last inspection. Teachers make better use of assessment to plan the next work for their pupils and many pupils work independently at a range of activities. Standards are not at the same levels for the reason outlined above, but the school has moved forward in other areas, for example, the provision for pupils with special educational needs is good, pupils with English as an additional language are well supported, as are those pupils who are gifted and talented.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	D	D
mathematics	C	E	E	E
science	C	D	D	D

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **satisfactory**. Children in the Reception class have made good progress over the year from low starting points but many of them will not reach their targets² by the end of the

¹ The name given to Nursery and Reception classes.

² These are called the Early Learning Goals.

Reception year. There is good achievement in Years 1 and 2 and in the Foundation Stage and satisfactory achievement in Years 3 to 6. Standards have fluctuated year-on-year because of the reasons that are outlined above. Currently, standards are broadly average for the seven-year-olds in reading, writing, mathematics and science. They are below average for the eleven-year-olds in English, mathematics and science and average in information and communication technology (ICT). Religious education was not inspected because this is a church school. Standards are better in Years 1 and 2 because the teaching is stronger but that said, there are pockets of strong teaching in the juniors³ and, where this occurs, standards and achievement are boosted well. There is very little difference in the achievement of boys and girls or pupils from minority ethnic backgrounds. Pupils with special educational needs achieve as well as their classmates.

Pupils' personal qualities are **good** as is their spiritual, moral, social and cultural development. They try hard to do their best and to help each other and they have positive attitudes to school life. Behaviour is good. Attendance is poor and too many parents find it difficult to get their children to school regularly and on time.

QUALITY OF EDUCATION

St Augustine's provides a **sound** education for its pupils. Teaching and learning are **satisfactory**. They are good in the Foundation Stage and in Years 1 and 2. Learning is enhanced and pupils progress well when they are taught by specialist teachers, as in music. Pupils with special needs are taught well, as are those pupils from minority ethnic backgrounds. The curriculum is broad and balanced with good opportunities that support and extend the basic curriculum. A good example is in science where older pupils worked in a Planetarium, enhancing their learning and understanding very well. Pupils are well cared for during the school day and the partnership with parents is satisfactory. Links with other schools and the community are sound.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. All statutory requirements are met and governance is good. The headteacher provides sound leadership, as do the senior managers and subject leaders. What is missing is a rigorous approach to analysing all the information about the school's performance so that everyone has a good understanding of where the school's strengths and weaknesses lie.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are pleased with what the school provides for their children. Pupils like school and most of them enjoy being there.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Boost standards in English and mathematics, especially in Years 3 to 6.
- Put in place rigorous systems for monitoring and evaluating the school's performance across the board, and improve the quality of the development plan to reflect this rigour.
- Continue to work with parents so they are better placed to make sure their children's attendance improves alongside their punctuality.

³ Years 3 to 6.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory**. It is good in the Foundation Stage and in Years 1 and 2 and satisfactory in Years 3 to 6. Standards are broadly average by the end of Year 2 and below average by the end of Year 6.

Main strengths and weaknesses

- Standards are not high enough in English and mathematics by the end of Year 6 and achievement is just satisfactory.
- Achievement is good in the Foundation Stage and in Years 1 and 2.
- Standards are above average in history.
- Pupils' writing skills are developing well.

Commentary

1. Standards have fluctuated year-on-year for the reasons identified earlier in this report and they are not as high as they were at the last inspection. A stable staff is now in place and the school is participating in the Intensifying Support Programme (ISP), a DfES⁴ initiative that is designed to raise standards and improve teaching and learning. It is early days but the project is having a positive impact on standards, achievement, teaching and learning. There are significant numbers of pupils whose attainment is adversely affected by poor attendance and this holds back their achievement.
2. Standards for the seven-year-olds are broadly average in speaking, listening and writing and just below average in reading. The eleven-year-olds attain below average standards in English, mathematics and science. Standards in information and communication technology (ICT) are average. Religious education was not inspected as this is a church school. It is to be inspected by the church authorities. Achievement is good in Years 1 and 2 because teaching is stronger overall. Achievement is satisfactory in Years 3 to 6. A strength of the school is the above average attainment in history.
3. In the most recent national tests for seven-year-olds in 2004, standards were average in reading, above average in writing and well below average in mathematics. Trends were downwards and were below national trends but the school improved on its 2003 standards in reading and writing but not in mathematics. Teaching is good, with some very good features in literacy and numeracy and this is ensuring pupils' good achievement as well as improving standards.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.2 (15.9)	15.8 (15.7)
writing	15.8 (14.8)	14.6 (14.6)
mathematics	15.2 (15.7)	16.2 (16.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

⁴ Department for Education and Skills.

- The eleven-year-olds attained below average standards in English and science and well below average standards in mathematics. Trends were downwards as they were in Year 2. Developments in teaching and learning are starting to boost standards in Years 3 to 6. There is cohesion to the teaching, which successfully underpins improvements in learning. This is the result of the school's involvement in the ISP project. Achievement is satisfactory.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.3 (26.9)	26.9 (26.8)
mathematics	24.9 (25.4)	27.0 (26.8)
science	27.9 (27.9)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

- Children join the Reception classes with skills and understanding that are well below the levels expected for children of similar ages. Literacy and numeracy skills are especially weak, as are children's personal, social and emotional development. They make good progress because they are well taught and their achievement is good. That said, many of them will not reach their targets by the end of the Reception year.
- There is an increasing number of pupils with special educational needs, who achieve as well, or better, than their classmates. They are well provided for and the school ensures that they are fully included in every aspect of school life. Pupils with sensory and physical needs have regular visits from specialists, as well as special equipment, which help them to achieve well.
- Another growth area for the school is the proportion of pupils from minority ethnic backgrounds, many of whom are at an early stage of learning English. These pupils achieve as well as their classmates and they are represented in every ability level throughout the school.
- A small minority of pupils, who are especially gifted or talented, are identified early in their school career. Individual programmes are set up for them and their work is challenging. Standards are above average and achievement is good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good**. Pupils' relationships with adults and one another are good, and behaviour is good. Attendance is well below the national average for primary schools. The school's provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils show positive attitudes in lessons and enjoy extra-curricular activities. Relationships are good.
- The school's strong commitment to the Catholic Christian faith assists pupils in becoming reflective individuals with well-deepened spirituality.
- Pupils' moral development is very good.
- On occasions, a small minority of pupils are reluctant to listen to their teachers or to one another.
- Attendance is well below the national average and this has an adverse impact on the attainment and progress of a significant number of pupils.

Commentary

9. Pupils' attitudes to learning are good and their achievement is enhanced. Pupils of all ages show good attitudes in lessons. They like to be actively involved, working hard at "hands on" tasks, such as drawing and painting. They also enjoy extra-curricular activities and talk with enthusiasm about the range of clubs and educational visits that the school organises. Pupils concentrate well in lessons, they are attentive and they work productively. On occasions, a small minority find listening difficult and when this happens their attention wanders.
10. The school has effective procedures for promoting harmonious relations among pupils, and between pupils and adults. There is no evidence of racism and the overall quality of relationships is good. In general, pupils like and respect members of staff. They get on well with one another and work constructively together in lessons.
11. Behaviour is good. The school's arrangements for promoting good conduct are successful with the majority of pupils who respond positively to its rules and system of rewards and sanctions. A small minority of pupils find it difficult to respond positively and the school is developing a range of strategies to support this group. There have been no exclusions in the recent past. During the inspection, pupils behaved well in lessons and were polite and orderly when around the school at breaks and the lunch hour.
12. Pupils' attendance is well below the national average and the school has taken effective steps to address the problem. Attendance is monitored, pupils who are often late or absent are identified, and the school works closely with the education welfare officer to improve attendance. The school has also introduced rewards for good attendance and punctuality. The school's procedures have reduced unauthorised absence but have not yet raised the overall attendance rate. There are still significant numbers of pupils whose attainment is affected by poor attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.6
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

13. Pupils' spiritual, moral, social and cultural education is good overall, with the provision for moral development being very good. The school's mission statement gives a high priority to pupils' spiritual development and this is firmly reflected through the whole of the school community. Christian values are promoted strongly through the mission statement, code of conduct and teachers' expectations regarding behaviour. Pupils are constantly encouraged to be honest, polite and considerate. Members of staff act as good role models, and they take care to explain why certain actions are unacceptable. As a result, pupils understand the difference between right and wrong and they value fairness.
14. Pupils' understanding of other cultures is enhanced well by talks from visiting speakers, school trips and special events, such as the International Day. The school makes good use of the ethnic and cultural diversity of its pupils. For example, a pupil recently gave an excellent presentation to his class on his Hindu culture and religion.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. The curriculum is sound and it is enriched well by a good range of worthwhile activities. Pupils are soundly cared for and there are satisfactory links with parents, other schools and the wider community.

Teaching and learning

Teaching and learning are **satisfactory**; they are good in the Foundation Stage and in Years 1 and 2 and satisfactory in Years 3 to 6. Assessment is satisfactory.

Main strengths and weaknesses

- The stronger lessons are planned well, tasks are pitched at the right levels and the pace of learning is very good.
- Where learning is less successful, pupils take too long to settle down, they find it difficult to listen and to concentrate.
- Teachers are using individual and group targets soundly in literacy and numeracy lessons. This gives a clear steer to learning, especially when targets are regularly checked out during lessons.
- On-going assessment is in place in most lessons and this helps teachers to know how well their pupils are doing.
- Pupils with special educational needs are taught well.
- High quality marking gives pupils clear pointers about what they need to do to improve the standard of their work.
- Poor marking in a minority of books holds back pupils' learning.

Commentary

15. There are variations to the teaching and learning. These stem from the issues identified earlier in this report and teaching is not as strong as it was at the last inspection. The headteacher and governors have tackled the staffing issues well and a new and stable staff is in place. This is an improvement on the last few years. Recent improvements in the quality of teaching are largely due to the school's involvement in the ISP project. Effective systems for training teachers and upgrading their skills are in place. It is early days, but there are indications of the project's positive impact on boosting achievement.
16. Good teaching in the Foundation Stage gets children off to a good start when they join the Reception classes. There is an effective balance between those activities directed by the teacher and those initiated by the children themselves. Tasks are based on the Stepping Stones for Learning⁵ and progress and achievement are charted well so that tasks are at the right level. Children's achievement is good but, even so, there is a long way to go before their skills and understanding reach satisfactory levels for their age.
17. Some of the strongest teaching is in Years 1 and 2 where there were some very good lessons, especially in literacy and numeracy. In these lessons, the teachers showed a very good knowledge of their subjects, they held high expectations about what pupils were expected to achieve and pupils of all capabilities rose to the challenges set for them. Individual and group targets steer learning successfully and standards and achievement are boosted well. Pupils with particular talents in literacy and numeracy are well challenged by the teaching. This holds true for pupils from minority ethnic backgrounds too.

⁵ Stepping stones is the name given to the various levels of the Foundation Stage curriculum.

18. There are some strengths to the teaching in Years 3 to 6 and these have yet to be developed across all classes. The stronger lessons have all the very good features that are present in Years 1 and 2. Additionally, brisk starts to the lessons get pupils' attention straight away so that no time is wasted. Learning points are highlighted well, especially when they are linked to pupils' targets. The main weaknesses in learning stem from teachers' limited strategies to maintain pupils' attention or to manage low levels of unacceptable behaviour in a very small minority of lessons.
19. Since the last inspection the school has significantly more pupils with special educational needs. The overall provision is good and pupils generally have good levels of support that enable them to achieve well. In the minority of lessons where there is limited additional support then learning progresses at a satisfactory pace and achievement is sound.
20. Pupils from minority ethnic backgrounds, and those who have English as an additional language, are taught well. Their progress and achievement is tracked well by their teachers and they have appropriate support that enables them to achieve well. This group are well represented in the higher, average and lower attainment levels throughout the school.
21. The use of targets is moving learning forward, but this is not as consistent as it should be in every class. At best, pupils have a clear understanding about what they have achieved and this motivates them to do well. However, there are missed opportunities to link marking with pupils' targets so pupils' understanding of how well they are doing is not as clear as it could be. Day-to-day assessment tracks pupils' progress soundly, helping staff to plan the next stages in learning for their pupils. Homework adequately supports pupils' learning. The school's involvement in the ISP project is successfully boosting the quality of teaching and learning by ensuring that planning is well focused and that pupils' targets guide learning forward at a good pace. The school has good capacity to continue to improve.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2 %)	5 (12%)	18 (43%)	18 (43%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is **sound**. The resources are adequate to meet the requirements of the curriculum and the accommodation is good.

Main strengths and weaknesses

- The school provides well for pupils with special educational needs.
- Educational trips in which pupils stay away from home boost pupils' academic and personal development successfully.
- Appropriate planning copes with changes in the organisation of classes, but some subject planning lacks depth.

Commentary

22. The Foundation Stage curriculum is appropriate to meet the needs of the youngest children in school. The curriculum for Years 1 to 6 is satisfactory and makes a positive contribution to pupils' achievements. It is enriched well with a wide range of after-school clubs that are supported well by the pupils. The opportunity for older pupils to take part in two residential visits is a particular strength of the provision. The exciting activities, which include rock climbing and orienteering, significantly boost pupils' personal development. The academic studies that pupils undertake, such as science experiments, also help to raise standards.
23. The curriculum remains broad and balanced overall, as it was at the time of the last inspection. A few inconsistencies, such as some classes having only one physical education lesson, as opposed to the two that others get, detract from its effectiveness. The basic curriculum is enriched well by a good range of visits and visitors to school, as well as residential trips and daily outings. The visit to a Planetarium, to support pupils' learning in science, enriched the basic curriculum very well. Pupils enjoy the good range of extra-curricular activities that include musical and sporting activities, as well as those which cover pupils' interests.
24. The two-yearly cycle of planning helps to address the problems of changes in the make-up of mixed-age group classes as intakes of different sizes move through the school. The school is starting to develop the curriculum to reflect the needs of its pupils. For example, an *International Day* will take place shortly to celebrate a range of cultures. However, the school recognises the need to review and formalise some aspects of its planning; for example, its use of the national planning guidance in some non-core subjects⁶ and its approach to promoting and extending pupils' awareness and appreciation of different cultures.
25. The school works hard to ensure that learning opportunities are available to all pupils, including those with English as an additional language and those with special gifts or talents. Everyone has an equal chance to succeed. The provision for pupils identified with special educational needs is good. Pupils with special educational needs are included in all activities and they access the full range of National Curriculum experiences, and activities outside of the normal school day.
26. The school site is large and provides good opportunities for play and sports. The two halls help in the provision for physical education and the shared areas outside the classrooms are useful for teaching groups and ICT. The computer suite and the library are a little cramped, but the school has plans for creating a resource centre to house both of these and increasing the space available.

Care, guidance and support

The school provides its pupils with **satisfactory** care, guidance and support.

Main strengths and weaknesses

- There are good procedures in place for promoting the health, welfare and safety of pupils.
- Arrangements for helping new pupils to settle into the school are good.
- Good relations between pupils and members of staff enhance the quality of informal support and guidance.
- There are limited opportunities for pupils to engage in constructive play at lunchtime.
- Pupils' knowledge of their individual academic targets is not good enough.

⁶ The core curriculum subjects are English, mathematics and science. The other remaining subjects are known as the non-core subjects.

Commentary

27. Arrangements to safeguard the health and physical welfare of pupils are good. The school makes good provision for risk assessment, including arrangements to assess each educational visit for risk. Members of staff understand the correct procedures to follow if an issue of child protection arises. They are also well briefed on how to identify children who are unhappy and failing to thrive. There is good provision for first aid and for meeting the needs of pupils who have a medical condition. Parents are very satisfied with this aspect of the school's care for their children.
28. The school handles the induction of pupils sensitively and helps them to settle quickly into its routines. Many of the new intake have attended the playgroup at St Augustine's, and thanks to close links between the two organisations, have already met school staff and pupils. There are good arrangements for home visits. These give parents and children valuable opportunities to meet staff in a familiar and reassuring environment. New entrants also have the chance to attend several introductory sessions before they join the Reception class.
29. Pupils' good relations with members of staff make a valuable contribution to support and guidance. They have not been seriously impaired by staff changes. Teaching assistants have provided continuity of care and have compensated for the high turnover of teachers. Relationships are securely based on trust and mutual respect, and pupils are very satisfied with this aspect of the school life. Most of them say that teachers listen to their views, and that there is always an adult to whom they can turn when they need help. The responses in the pupils' questionnaire were very positive on these points, with a very few negative comments in Years 3 to 6.
30. Overall, arrangements for consulting pupils and taking their views into account are satisfactory. Pupils are formally consulted via questionnaires and the school council. The council does not have a high profile, and many pupils are unable to identify anything that it has achieved. However it has raised the question of the lack of playground equipment and lunchtime activities. This is a matter that many pupils would like to see addressed, judging from comments on the inspection questionnaires. The school accepts pupils' views on this issue, and has identified "better lunchtimes" as an area for improvement.
31. Procedures for monitoring and supporting pupils' progress are satisfactory. The school has introduced target-setting in English and mathematics in order to raise achievement in these subjects, with some success. In general, pupils have a good knowledge of their group targets. Their understanding of individual targets is less secure. In some cases, pupils are unclear about what they have to do to reach a higher level of attainment and their understanding of their own progress is not well developed.

Partnership with parents, other schools and the community

St Augustine's has a **sound** partnership with parents, the community and other schools and colleges.

Main strengths and weaknesses

- Most parents are supportive of their children's education.
- The school provides parents of new pupils with good information on the curriculum and school routines.

- Some parents do not ensure that their children attend school regularly and punctually.

Commentary

32. The majority of parents are satisfied with the work of the school. In the inspection survey of parents' views more than nine out of ten of them said that their children like school and are expected to work hard. Similar numbers are satisfied with the quality of teaching and are pleased with the arrangements for helping new pupils to settle in. Inspectors agree with these views. Parents feel that most members of staff are approachable and parents get the chance to express their views through questionnaires and formal parents' evenings. In general, provision for consultations is satisfactory.
33. Pupils' families are supportive of their learning. Almost all parents attend the consultation evenings at which they meet teachers and discuss their children's progress. They also give good support to school performances, extra-curricular activities and school trips. Many parents are actively involved in pupils' learning at home, as when they hear younger children read aloud. A few family members give valuable assistance by acting as voluntary helpers in lessons. Most parents make every effort to ensure that their children attend school and are punctual, but a significant minority do not. As a result, there is a core of pupils who are frequently late or away from school. In some cases, parents are over protective and keep their child at home because of very minor problems.
34. The school provides parents with adequate information on the curriculum and on their children's progress. The annual written reports are a little uneven in quality but are satisfactory overall. Some teachers set precise targets for improvement in English and mathematics, whilst others give only general indications of how the pupil can improve his or her work. Information for the parents of new pupils is good. Members of staff make home visits, and parents have the opportunity to attend introductory sessions prior to their children starting school. They are also invited to literacy and numeracy workshops during the first term. Parents who take part in these events find them very helpful.
35. Links with the community and with other schools are satisfactory. The school's close partnership with the Roman Catholic diocese of Birmingham gives it access to resources that greatly enrich pupils' learning, such as the diocesan retreat at Alton Castle, which is an excellent venue for residential visits. Links with the general community are less well developed, but the school makes sound use of the local area and organisations to widen pupils' experiences. There is effective co-operation between St Augustine's and Cardinal Newman School over the transfer of Year 6 pupils to secondary education, and this ensures that pupils receive good care and guidance during this important time in their lives.

LEADERSHIP AND MANAGEMENT

Governance is **good**; leadership and management are **satisfactory**.

Main strengths and weaknesses

- Governors have a good understanding of the strengths and weaknesses of the school and spending is monitored effectively.
- The headteacher and governors have, in recent years, found it difficult to appoint experienced leaders.
- Curriculum and phase leadership has been energetic but requires more direction and purpose.

- Plans are in hand for tracking progress, but information from assessment is not used consistently to target improvement in all subjects.
- The continued involvement in the ISP project is starting to boost achievement.

Commentary

36. The governance of the school remains good. Governors ensure that statutory requirements are met and they are well informed about the strengths and weaknesses of the school. Governors are aware of the decline in standards since the last inspection, and they have taken appropriate steps to overcome this by making sure the school is involved in the ISP project. This is having a positive impact, and is starting to boost standards and improve achievement alongside strengthening teaching and learning across the board.
37. In recent years, the governors and headteacher have faced a serious challenge to promoting improvement as a result of experiencing difficulties in appointing and retaining experienced leaders for the three areas of the school and curriculum managers. This situation has been aggravated by the absence of staff in senior positions. The school now has a largely new staff team, committed to the future of the school and keen to work together to achieve its success. Teamwork is sound, and is improving, as the positive impact of the ISP project becomes firmly embedded throughout the school.
38. The leadership of the headteacher and the senior management team is satisfactory. The management of the above-average number of pupils with special educational needs, and those for whom English is an additional language, is good. Subject leadership is satisfactory. Plans are regularly monitored and pupils' standards evaluated through their work. What is missing are planned opportunities to regularly monitor teaching and learning in the classroom in all subjects. Without this, subject leaders have limited information to plan the next stage in the development of their subjects.
39. The headteacher has worked tirelessly to manage the many new initiatives and solve the increased load created by previous staff absences and staffing decisions. With new staff in place a review of the effectiveness of the senior management team is needed to ensure improved efficiency. Roles and responsibilities need updating so the changing needs of the school population continue to be met successfully.
40. Management is sound. The development plan guides the school forward in its drive to improve standards, but it lacks the succinct analysis that would make it a really useful tool to steer development at a good pace. The school has a satisfactory range of systems to monitor its work but there are gaps that need strengthening. Standards, teaching and learning are monitored but there is not enough rigour in the process in all areas. Subject leaders do not know enough about the quality of teaching and learning. Detailed assessments of pupils' progress and achievement are in place for individuals, and this gives teachers much useful information that helps them to plan the next stages in learning. It is more difficult for them to track the progress of different groups of pupils and the information gained from the analysis of assessments is not always used consistently to drive up standards. Involvement in the ISP project, designed to raise standards in literacy and numeracy, is promising a brighter future for evaluating performance, targeting improvement, and adding consistency to teaching and learning. It is important that this joint vision for improvement gathers pace and is single-minded in its determination to succeed.

41. Financial management is good and there are secure systems in place to monitor spending. The recommendations of the last auditor's report have been met and day-to-day management is smooth, freeing the headteacher to concentrate on managing the school.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	857,908
Total expenditure	854,649
Expenditure per pupil	3,005

Balances (£)	
Balance from previous year	47,551
Balance carried forward to the next year	36,543

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Reception classes is **good**. Children receive a good start to their educational life. Effective planning for teaching and learning takes effective account of children's needs. Children join the Reception classes with skills and understanding that are considerably lower than those of similar aged children in many other schools. This is a different picture from the last inspection when attainment on entry was average. An increase in the number of children having special educational needs, and a considerable increase in the number of children for whom English is an additional language, are major factors influencing standards on entry to the school. Many children benefit from an on-site playgroup, which prepares them soundly for entry into the Reception class.

Achievement at the end of the Reception year is good, although standards remain below average in the areas of communication, language and literacy, mathematics and knowledge and understanding of

the world. Those children with special educational needs make the same progress as others in their class. Children at an early stage of learning English are well supported enabling them to achieve as well as their classmates. There is a good range of resources in the classroom and an adequate range in the outdoor area. Overall, teaching is good although it is strongest in one class. On occasions, the pace of lessons is slow and this holds back learning. All support staff make an effective contribution to the children's learning. Leadership is satisfactory overall but a full-time leader should always be on hand to promote children's learning at all times, particularly from Reception to Year 1. Good induction procedures are in place, which include home visits, to ensure a smooth transition into school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Good teaching in the Reception classes enables all children to achieve well.
- Classroom routines are well established.
- Personal, social and emotional development is integral to all class activities.
- More opportunities could be provided for independent learning.

Commentary

42. Children start in the Reception class with skills that are below those expected for children of this age, but which have nevertheless been developed effectively as a result of earlier playgroup experience. They settle quickly and are familiar with classroom routines. Good teaching and well-planned classroom activities develop these skills well. The adults expect children to behave well and most do so. Positive attitudes to learning are developed. Most children listen to their teachers and other adults and participate enthusiastically in all class activities. They learn to share, take turns, play together and work in groups. Most children know right from wrong. Personal, social and emotional development underpins all activities in the Reception classes. Achievement is good so that most children are achieving the early learning goals in this area of learning by the time they leave the Reception classes.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Standards are below those expected for children of this age at the end of the Reception year.
- Good teaching enables children to achieve well, although a significant proportion are unlikely to meet the early learning goals.

Commentary

43. Children enter the Reception classes with well below average standards in this area of learning. There is an increasing number of children with special educational needs, together with a higher incidence of children for whom English is an additional language all of whom have limited language skills. Good teaching and good support enables most children to achieve well. However, teaching is stronger in one class because the pace is more brisk and there is greater awareness of and intervention in other activities taking place. Although achievement is good, many children are unlikely to achieve all of the goals in this area of learning by the time they start in Year 1. The adults provide good opportunities in discussions for speaking and listening, for example, in 'show and tell' time and plenary sessions. Although a number of children have a limited range of vocabulary and have difficulty expressing themselves clearly, nevertheless they are eager to participate: "*I've painted a tood stole (toadstool) and the gnome is called Beautiful. It's a girl*", said one boy when asked about his work. Higher attainers use early phonic skills to build simple words and write a sentence about a story independently. They know the names and sounds of the letters of the alphabet and make plausible attempts to spell unknown words. Some average attainers still lack correct letter formation and pencil control. There is a lack of awareness of space between words and writing does not always make sense. A heavy reliance on worksheets hinders independent writing, as does the lack of differentiation in some writing activities.
44. All children enjoy stories, rhymes and songs. They listen attentively and most participate when given the opportunity. Role-play, such as in the castle, makes a satisfactory contribution to the learning but a lack of adult intervention prevents the learning moving as well as it could at times. Whilst there are some opportunities for writing in the role-play area, such as messages and notes, this could be developed more to create purposeful, informal early writing opportunities.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good so that basic number skills are reinforced well.
- A good variety of practical activities are provided to help children learn.
- Children's mathematical vocabulary is developed well.

Commentary

45. When children start in the Reception classes, mathematical skills are well below the level expected. Good teaching reinforces basic number skills well. Teachers make use of counting

opportunities that arise, for example during registration. They use number rhymes and songs to reinforce mathematical language and understanding. A good range of practical activities such as the use of bricks and construction materials, sand and water, contribute effectively to children's learning. They build towers, add one more, count blocks in twos and find the middle number between two other numbers using number lines. In the outdoor area, counting mats, hopscotch and blocks are used effectively to consolidate counting and ordering numbers. Higher attainers count and sequence numbers reliably to 20 and beyond. They count in twos. They match one to one and add together two groups of numbers, just beginning to record a number addition sentence. They have a secure understanding of 'more than' and 'less than'. Average attaining children count and order numbers to 10. Number formation is not yet secure for some of these children, with some numbers still being reversed. Lower attainers are not secure with number recognition or with language such as 'more' and 'less'. They are unable to put the correct number of candles on a birthday cake in one worksheet, for example, and they need a lot of support to complete tasks. Although teaching is generally good, there is still a heavy reliance on worksheets with too little differentiation in many tasks. The majority of children are unlikely to achieve all aspects of the early learning goals in their mathematical development by the end of the Reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

46. No lessons where knowledge and understanding of the world was the focus were observed in the Reception class. However, planning indicates that this area of learning is covered well. Children's knowledge and understanding of the world is well below the level expected when they start in the Reception classes. A good range of activities and resources are provided which enhance learning well. For example, the current focus on 'under the sea' extends children's knowledge and understanding of sea creatures and our coastal environment, through seashore displays, friezes of 'under the sea' scenes and other artwork. Information and communication technology (ICT) is used effectively to create sea pictures. Children have good opportunities to use everyday technology. Computer software is used effectively to promote learning in other areas of the curriculum, such as mathematics. Most children control the mouse with the expected level of skill for their age.

PHYSICAL DEVELOPMENT

47. No lessons were observed where physical development was the focus. Children have good access to a range of equipment to help them to develop their hand-eye coordination. A significant number still have insecure pencil control in writing activities. They have adequate access to the outdoor areas but this is not on a regular daily basis for all children. The outdoor area, whilst not ideal, enables children to use a number of wheeled toys, which they pedal and steer with the expected level of skill in a very restricted space. There are also some opportunities for ball play but opportunities for climbing and equipment to extend their gross motor skills is limited. The same range of equipment is provided for playgroup and the Reception classes, with limited challenge offered to higher attaining children in the Reception classes. Children do have weekly access to the main hall.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good and enables children to achieve well.

- Activities are used well to support children’s literacy and mathematical development.
- Music is used well by the visiting music specialist to extend children’s development.

Commentary

48. Skills in creative development are below the expected level when children join the Reception classes. Good teaching enables children to achieve well through a good range of well-planned activities including painting, drawing, printing, collage and modelling. The adults give good support to help children develop their skills in brush and pencil control. Good opportunities are provided for children to make choices and develop skills in cutting and sticking. Children take responsibility for tidying up at the end of these activities. Role-play areas make a positive contribution to children’s imaginative and creative development. They are well resourced and link well to other areas such as literacy and mathematics. However, lack of intervention means the quality of such play is not always as good as it could be. Children enjoy a good range of songs and rhymes. They benefit from the visiting music specialist. In these lessons, children explore a range of untuned percussion instruments, how to hold them correctly and learn the names of the instruments. They tap the syllables in their names using instruments. A significant number need support for this. They develop an increasing repertoire of songs and rhymes and use instruments to accompany these. Children enjoy music and their attitudes to learning are good. The majority are likely to achieve the early learning goals in this area of learning as a result of the good teaching.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement is good in Years 1 and 2 and standards are average.
- Pupils’ writing skills are developing well across the school.
- Standards are not good enough in Years 3 to 6.
- There are inconsistencies in marking.

Commentary

49. Standards have varied year-on-year. They have dipped since the last inspection for the reasons outlined earlier in this report. Currently, standards are below average at the end of Year 6 and broadly average at the end of Year 2. Achievement is good in Years 1 and 2 and satisfactory in Years 3 to 6.

50. Pupils join Year 1 with below average literacy skills. Good progress is made so that by the time they reach the end of Year 2 many of them are achieving an average standard in speaking and listening and writing. Reading standards are not far behind, but there is a significant minority of pupils who find it difficult to work out the meaning of the words and phrases in their book. This holds them back. Pupils’ skills are extended as they move through Years 3 to 6, but staffing instability has held back achievement in a number of classes. Speaking and listening skills are below average at the end of Year 6. Too many of these older pupils find it difficult to listen and they fail to concentrate on what is being said to them.

51. Reading is enjoyed and pupils are keen to talk about the characters in their books. Higher attaining Year 2 pupils fully understand the meaning in their stories and they use expression well to emphasise a point, such as expressing surprise at a character's actions. Lower attainers are not at this level, they read slowly and their understanding is less secure. Average and lower attaining pupils have limited strategies to identify words they do not know, whilst higher attainers successfully use a range of strategies and their reading is fluent. Overall, standards are below average in Year 2 as they are in Year 6. Staff are working hard to develop a consistent approach to improving pupils' reading skills in Years 3 to 6, with some success. Pupils' limited language skills hold back progress in reading, especially for some lower attainers, who have few strategies to work out unknown words. More capable readers have a good understanding of how authors develop the characters and the plot in their stories. Pupils of all capabilities enjoy books and reading, and this is reflected in their love of books.
52. A whole-school focus on writing is helping to boost standards. Writing is purposeful, using pupils' existing skills and extending them well. In one example, in Year 2, pupils were developing a story about a female ship's captain and her crew. By beginning the story with '*The sun beat down on the scurvy crew*', pupils were able to draw on their knowledge of adjectives and story structure to extend the introduction and capture the attention of the reader very successfully. Year 6 pupils experience a good range of writing. More capable pupils write at length, using interesting vocabulary. Presentation is good. Average and lower attaining pupils have some difficulty with tenses, but there are signs of improvement in their current work. Presentation is generally sound but there are some instances when standards are not good enough.
53. Teaching is satisfactory in Years 3 to 6 and good in Years 1 and 2. There is a consistency to the teachers' approach, which stems from the school's involvement in the ISP, and this enhances pupils' learning well. Challenging targets are set and these are beginning to boost standards and enhance achievement. There is good capacity to continue improvements.
54. Planning is satisfactory, and at best, work is planned at different levels that are well matched to pupils' needs. In other lessons, planning is sparse with not enough emphasis on extension activities for pupils who complete their task quickly. When this happens, pupils lose interest and learning slows. Ongoing assessment tracks pupils' progress and achievement soundly. What is missing is an up-to-date overview of how well all the different groups of pupils are doing across the school. Marking is of variable quality. At best, it gives pupils clear pointers about what they need to do to improve their work. At its weakest, marking is poor and illegible. More diagnostic monitoring is needed.
55. The subject leadership is good and the leader has guided the staff successfully through the ISP project. She has necessary skills and expertise to move the subject forward. Effective training has improved teachers' skills in management, planning and teaching. There remains a need for robust monitoring of standards so that gaps are speedily identified and tackled.

Language and literacy across the curriculum

56. Pupils use their literacy skills soundly to support learning in other subjects. There is a good example of this in history where pupils have studied natural remedies that were used in Tudor times to overcome the plague. Most pupils speak clearly and listen attentively, but there are some pupils who find this difficult and their learning is held back because of this. Writing skills are developing well and pupils use their skills soundly as they complete their tasks in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are average at the end of Year 2.
- Standards are below average at the end of Year 6 and are not good enough.
- The quality of teaching, although satisfactory overall, is stronger in Years 1 to 3.
- Pupils enjoy mathematics and have good attitudes to learning.
- Secure assessment procedures are in place and this information is used consistently well to set targets for improvement.

Commentary

57. Standards have dropped since the last inspection for the reasons identified earlier in the report but they are beginning to improve. Standards are broadly average by the age of seven and are below average by the age of eleven. In junior classes, an analysis of previous work indicates that there are more pupils now being challenged at the higher levels especially in Year 5. Pupils enjoy their lessons and co-operate well when working in pairs or groups.
58. There are effective systems in place to record what pupils know and understand but teachers are at an early stage of using this information to set short-term targets for improvement. Teachers often inform pupils when they have reached their targets but marking fails to advise pupils how to improve and there are missed opportunities to set targets for the next stage of learning. Involvement in the ISP, designed to raise standards in literacy and numeracy, has promised a brighter future for evaluating performance, targeting improvement, and adding consistency to teaching and learning.
59. Although teaching and learning are satisfactory overall, there are examples of more effective teaching in Years 2, 3 and 5, where teachers' subject knowledge is good. However, there are inconsistencies in the quality of teaching and learning between classes containing pupils of a similar age group and this holds back achievement for some pupils. Teaching assistants are managed effectively. They make a significant contribution to improving the quality of learning especially for pupils with special educational needs. The progress of pupils in Years 1 and 2 is good. It is satisfactory for pupils in Years 3 to 6.
60. In the more effective lessons, the pace of teaching and learning was rigorous; pupils were highly motivated by the range of strategies used and enjoyed being involved in evaluating their own successes. The level of challenge was greater for groups and individuals; pupils learned by investigation and were expected to share their methods with their partners. When summing up, the teachers not only evaluated gains in skills and understanding, but also demonstrated how to build on those skills by introducing new learning.
61. In the excellent lesson observed in Year 3, teaching and learning objectives were determined as a result of an evaluation of progress made in the previous lesson and pupils succeeded because they were taught how to learn.

Example of outstanding practice

Following their exciting mental and oral starter, learning unfolded at a breathtaking pace, with pupils of all abilities sharing the unbridled enthusiasm of their class teacher, and the supporting teacher in training. Pupils shared the strategies with their partners before volunteering to 'perform' using the interactive whiteboard. They thrived on the excellent relationships and visibly grew in confidence as their contributions were welcomed and valued. There was a truly magic moment as two lower ability pupils explained the strategies they had used. The tension of others was unbearable and the subsequent pride of pupils and adults was immense.

62. The subject leader is dedicated to raising standards and has monitored teaching and learning as well as monitoring pupils' previous work and monitoring planning. Resources for mathematics are good. The two interactive whiteboards are used effectively by teachers and pupils to promote effective learning successfully. Computer technology is generally underused and this curtails the learning opportunities that are available to pupils.

Mathematics across the curriculum

63. The use of mathematical skills to support learning in other areas of the curriculum is satisfactory. Charts, tables and graphs are used effectively to record investigations in science; an understanding of scales and co-ordinates improves mapping skills in geography; and time lines foster an understanding of chronology in history.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- Achievement is good in Years 1 and 2.
- The older, more able, pupils underachieve.
- Better teaching of investigational skills is starting to have a positive effect on standards, but marking is inconsistent.
- The previous subject leader has brought about significant improvements, but monitoring is not yet fully effective.

Commentary

64. Inspection evidence and assessments made by the teachers show that at the end of Year 2 pupils attain average standards. Given that the pupils currently in Year 2 entered school with abilities that are below the level normally found, this represents good achievement. The good teaching that the pupils receive is the main reason for this. A further explanation is the early impact of improvements made to teaching the skills of investigation. Pupils at the end of Year 6 attain standards that are below average. Most pupils work at the appropriate level within the National Curriculum, but not enough attain the higher Level 5 in the national tests. Pupil transience and staffing difficulties have had a marked effect on these pupils, but most have made satisfactory gains in relation to their previous attainment. Overall, boys and girls achieve equally well. Pupils with special educational needs, and those with English as an additional language, achieve as well as their classmates.
65. Concerns were expressed in the last report about the teaching of investigation skills. During the last couple of years, action has been taken to improve this aspect of work. This has already started to have an effect on the performance of younger pupils, but will take longer to be seen in the results that pupils in Year 6 attain in the national tests. At the time of the last inspection, not enough responsibility was given to pupils for making decisions about what to test and how to do it. This has been tackled, but the work in pupils' books indicates that teachers need to do this earlier in the pupils' schooling if standards are to be raised.
66. Teacher assessments and the observation of lessons point towards satisfactory achievement by more able pupils in Years 1 and 2. However, not enough is expected of older, more able, pupils. Teachers do not identify enough separate activities for these pupils in their planning,

nor do they use their evaluation of lessons sufficiently to set appropriately challenging tasks in the teaching that follows. Not enough demands are made of more able pupils in Years 3 to 6 to use their scientific knowledge and understanding in making predictions and drawing conclusions.

67. Although good lessons were seen in both the infant and junior parts of the school, the better teaching is in Years 1 and 2. In these classes, teaching is often lively and sometimes imaginative; as the title of one piece of Year 2 work indicated, “Science is fun!” Teaching in Years 3 to 6 is satisfactory overall. Throughout the school the focus on developing pupils’ investigational skills is leading to teachers planning science work more effectively. Teachers generally adopt a practical approach, with many of the activities taking the form of experiments or tests. Although there are some examples of good practice in teachers’ marking of written work, more can be done to provide guidance about how pupils can improve. Too often the marking does not have enough to do with the objectives that were set for the lesson.
68. The leadership and management of the subject are satisfactory. The appropriate focus on investigation is beginning to help to raise standards and good work has been undertaken to update the procedures for assessing pupils’ attainment and progress. However, the checks made by the current subject leader have not been effective enough in identifying the underachievement of more able pupils early enough, or the reasons for this.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Standards reached at the last inspection have been maintained and are average.
- Resources are good and this enables staff to widen the scope of ICT across the school.
- Older pupils do not have enough experience of using computers linked to external monitoring devices.

Commentary

69. Despite a significant rise since the last inspection, in the expectations that the school must meet in ICT, the standards attained by pupils by the time they leave the school have been maintained. Pupils in Year 2 attain average standards. Pupils achieve satisfactorily as they pass through the school. However, older pupils still do not gain appropriate experience of using computers linked to external monitoring devices, such as temperature probes or light sensors.
70. Since the last inspection the school has continued to improve its resources, so that the ratio of pupils to computers is much better than the recommended level. This gives teachers many opportunities to include ICT in lessons. However, there is scope for increasing the range of equipment used in conjunction with computers, such as microscopes and scanners, in order to further extend the breadth of the curriculum. The creation of a computer room has helped in the development of pupils’ skills, although it is currently too small for teaching whole classes. The

school has plans to replace it with a resource room of sufficient size. However, the chairs in the computer room are unsuitable for younger and smaller pupils. Installation of four interactive whiteboards⁷ in classrooms is helping to improve the quality of teaching and learning in ICT and other subjects.

71. Teaching is satisfactory. Teachers and teaching assistants are confident and competent, and they promote pupils' very good attitudes. As a result, the pupils' enthusiasm leads them to work at a good speed. A good example of the effective use of computers, in a Year 3/4 mathematics lesson, helped pupils significantly in clarifying their understanding of division. Occasionally, time is lost when pupils are not reminded before they start work, either orally or in writing, of the process they need to follow. A few teachers still lack confidence and need further support and training.
72. Leadership and management of the subject are satisfactory. The subject leader has managed the improvement of resources well. The introduction of a system in which pupils evaluate their progress has increased their independence and enhanced their learning. The subject leader's monitoring of the standards that pupils attain is hampered because pupils' work is not routinely saved on the computer network, although plans are in hand to bring this about.

Information and communication technology across the curriculum

73. Although the school has not yet formally planned opportunities for pupils to use computers across the curriculum, ICT supports learning effectively in a wide range of subjects. Digital cameras record pupils' activities and their listening and reading skills are developed well as pupils listen to audio tapes, following the text in their reading books.

HUMANITIES

Religious education was not inspected as part of this inspection because St Augustine's is a church school.

Geography

74. Geography was sampled during the inspection but no lessons were observed. Planning indicates that the requirements of geography are covered with first-hand experiences valued greatly. Pupils in Year 3 were excited about their Berkswell 'village study', where they interviewed 'local residents' and plotted settlement changes over the last two decades. Pupils explore conservation in the rainforests and examine pollution in air and water by looking at rivers and canals. The Internet is used well to promote research and study skills.
75. Older pupils experience two residential visits enabling them to study the landscapes of rivers, beaches and mountains and also to practise their map reading skills when orienteering. Pupils use their numeracy and literacy skills effectively to support their learning in geography. Standards are broadly average and pupils' achievement is good when fieldwork is included in their studies. Geography has a significant influence on pupils' spiritual, moral, social and cultural development. The subject leadership is satisfactory.

History

⁷ Interactive whiteboards are linked to a computer and allow both teacher and pupils to use programs and present images and information in the classroom, which can be seen by the whole class.

The provision for history is **good**.

Main strengths and weaknesses

- Standards and achievement in history continue to be good.
- Teaching is good overall.
- Historical enquiry is well developed.
- There are good links with literacy and communication skills.
- History contributes well to pupils' spiritual and cultural development.

Commentary

76. History has remained good since the last inspection. A study of famous people in Years 1 and 2, such as Samuel Pepys, Guy Fawkes, Florence Nightingale and Mary Seacole, has helped children to develop an understanding of chronology. Well planned experiences which guided them to explore the lives of Victorians has helped them to appreciate that information can be gained not only through text, video and the Internet, but also by asking questions.
77. Teaching is good. Pupils in Years 5 and 6 were fascinated by the lack of medical care and sanitation in Tudor times. This study contributed significantly to their spiritual and cultural development. Closer planning could have ensured that all pupils benefited from the very good learning experience of the Year 6 class when becoming assistant apothecaries and investigating cures and potions with the help of a visiting historian. Behaviour was generally good with teachers consistently using successful strategies to improve behaviour.
78. Skills of historical enquiry are well developed. Visits have enabled pupils to build houses with *wattle and daub* and visitors such as *Queen Elizabeth* have added interest to studies of the Tudors. Pupils still talk excitedly about the 'History Day', which became a pageant of different historical periods. The Internet is used increasingly well to research information and to record pupils' findings. Pupils increasingly apply a range of writing skills to record their work, using poetry, letters and persuasive writing to emphasise whether they believe information is factual or biased towards the opinions of others.
79. Older pupils have explored past civilisations and are developing a picture of their natural heritage such as democracy and the Olympic ideals through a study of Ancient Greece. They appreciate the legacies of 'invaders' such as the Romans and have looked at the roles of women in ancient Greece. The subject leadership is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

80. This subject was sampled during the inspection but not in sufficient detail to provide a judgement on provision. Standards are average at the end of Years 2 and 6.
81. Pupils have access to a broad range of worthwhile experiences through a wide range of media within the subject. There is good attention given to the work of artists such as William Morris and Van Gogh. Pupils in Years 1 and 2 worked enthusiastically to produce designs in the style

of William Morris, with the most able creating complex patterns. Their background knowledge about the artist and his style was good. It is clear pupils enjoy lessons in art.

82. Effective links were made to history in Years 5 and 6 in a topic based on the Tudor period. In one lesson, pupils made pomanders using cloves and oranges. Three-dimensional Tudor houses also linked well to mathematics, focusing on solid shapes such as cuboids and prisms.
83. The subject is soundly led and managed. Opportunities for monitoring and evaluation are based largely on work displayed, rather than observation of teaching and learning. Assessment strategies have yet to be developed. The subject continues to be well resourced.

Design and technology

84. This subject was sampled during the inspection. No lessons were observed. Therefore, no judgement is made on provision. All the available evidence indicates that standards are average in design and technology at the end of Years 2 and 6.
85. The curriculum reflects the national guidance for the subject. Pupils have access to a suitable range of worthwhile experiences through a two-year rolling programme. There is evidence of the use of ICT to support pupils' learning. This is a developing area. Examples of satisfactory work include *Humpty Dumpty*, using levels for movement in Years 1 and 2, and three-dimensional horse heads using different methods of joining, including sewing and stapling. The latter linked well to the history topic based on the Victorians. Pupils in Years 3 and 4 have designed sandwiches. In Years 5 and 6, pupils have designed and made rain-forest head-dresses as part of their geography project. They have also used ICT to design a classroom. The weaker element of design and technology is the evaluation process, in particular, pupils' ability to record detailed evaluations including how they could improve their work.
86. The subject leader has recently returned after a long absence. Therefore, opportunities to monitor and evaluate activities and to develop the subject further have been limited.

Music

87. Music was sampled during the inspection, but not in sufficient detail to provide a judgement on provision. No lessons were observed other than hymn practice with Years 1 and 2, taken by a visiting specialist teacher – each class benefits from her input for half a term. Under her guidance, pupils sing well, tunefully and with a good sense of rhythm because her teaching and subject knowledge are good. At other times singing in assembly was average.
88. Pupils have access to a broad range of worthwhile experiences in music. The curriculum is heavily supported by the use of BBC programmes. For a small number of pupils, music is enhanced through the opportunity to learn to play an instrument, including violin, guitar, piano or recorder. Pupils participate in a variety of school performances throughout the year.
89. The subject leader is new and has not yet established herself in this role. She has, however, identified several areas for development, including composition skills in Years 3 to 6 particularly, the use of ICT, assessment and further training for teachers, particularly in the use of tuned percussion.

Physical education

90. This subject was sampled during the inspection. Pupils have access to the full range of activities in physical education (PE). They participate in dance, gymnastics and competitive games such as netball, football and Gaelic football, as well as competing in cross-country and athletics competitions. All these activities successfully hone pupils' skills as well as increasing their enjoyment of physical activities. Specialist staff provide good support for school staff in teaching and coaching some of these activities, adding an extra dimension to the basic PE curriculum. Swimming is enjoyed at the local pool in Coventry, with a number of pupils achieving their 25 metre target. The subject leadership is good and the subject leader has a good understanding of what needs to be done to improve the school's provision further.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

91. Not enough teaching was seen to judge the overall provision. However, it is clear that the majority of the arrangements put in place by the school for personal, social, health and citizenship education (PSHCE) are good. The governors ensure that statutory requirements for teaching this area of the curriculum are met. The planned provision is structured well and is based securely on a programme of work drawn up by the diocese that is taught in all classes.

92. The limited amount of teaching observed shows that the good relationships that teachers have with their classes and individuals contribute well to pupils' personal and social education. Strong elements of the teaching include the work with younger pupils sitting quietly in a circle talking, for example, about things that are special to them.

93. Work in science contributes well to PSHCE. Good opportunities for making pupils aware of the dangers of drug abuse, alcohol and smoking are woven into science teaching. A lot of time is given to ensuring that pupils understand the importance of good habits, such as cleaning their teeth and eating a healthy diet. Sex education is taught appropriately in the context of work about relationships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4

How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).